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Ontario, Education, Dept. of



ONTARIO

Programme of Studies

FOR

Grades I to VI

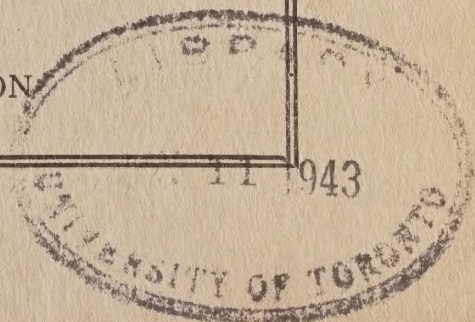
OF THE


Public and Separate Schools

1941



Issued by Authority of
THE MINISTER OF EDUCATION





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PREFACE

A democratic society is constantly undergoing change. Revision of the course of study for the schools of such a society is, therefore, a continuous process. In a sense, the current programme must always be regarded as tentative, and subject to modification from time to time to meet new needs and changing conditions. Suggestions tending to the improvement of courses will be welcomed by the Minister of Education; indeed it is hoped that at each reprinting of the Programme suggestions from inspectors and teachers may be incorporated, and the work of the elementary schools of Ontario kept abreast of modern educational thought.

The committee in charge of revisions wish to acknowledge their indebtedness to the Departments of Education in the provinces of Canada whose courses of study have been freely consulted. They are grateful, too, to all the inspectors and teachers who have reported on the Programme and whose suggestions have been used in making the present changes. They wish also to express once more their thanks to the publishing houses who co-operated in the preparation of the book lists, and to the R.C.A. Victor Company who assisted in selecting the phonograph records listed in the Programme.

Toronto, August, 1941.

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INTRODUCTION

Education for Democratic Living

Two considerations must govern the framing of a programme for the elementary school. The first consideration is the kind of society in which the child lives and for which he is being prepared; the second is the nature of the child's development.

The schools of Ontario exist for the purpose of preparing children to live in a democratic society which bases its way of life upon the Christian ideal.

Such a society aims to provide the greatest possible opportunities for the self-realization, security and happiness of every individual in it. It attempts to secure certain basic freedoms, to maintain legal justice, to achieve economic justice, and to afford the individual opportunities to participate in all decisions affecting his welfare.

From each individual a democratic society expects the finest service of which he is capable, and a willingness to make sacrifices for the common welfare. It demands that he recognize and accept his responsibility to act not only in the interest of self but in the interest of all.

The citizen of a democratic state lives in a society that is constantly undergoing change. He must, therefore, be able to adjust himself to new and changing conditions, and he must have the flexibility of mind that will enable him to meet changing conditions with intelligence.

A further characteristic of a democratic society is its group organization. In order to pursue the ordinary concerns of living, people associate themselves in social groups of various forms. The family, the school class, the church congregation, the club, the circle of friends, the municipal community, workers or business associates engaged in similar pursuits, are examples of these groups; and when one speaks of a person as "a member of society" one thinks not only of his citizenship in the Dominion and the Empire, but of his membership in such groups as well.

Members of such a society need to know how to help one another to get things done. Educators accordingly attach great importance to the development and exercise of those qualities that enable the individual "to work with other people," "to get along with others," "to act in a socially acceptable manner," "to develop a socially satisfactory personality," "to be a good citizen." Co-operation in a democratic group requires self-control, intelligent self-direction, and the ability to accept responsibility.

The habit of effective behaviour in accord with the principles of democratic living must be developed over a considerable period of time, by experience and practice, beginning early in life. It cannot be developed by coercion, but must be accepted willingly as a desirable form of conduct. Nor can it be acquired from the verbal teaching of precepts. No reliance can be placed on the study of a single text book, or the setting up of a course in "democracy" to teach the habits of democratic living. They can be learned only through meaningful social experience at the child's own age level. The programme of the school must provide these meaningful social experiences in situations that require the exercise of qualities of helpfulness, self-direction and acceptance of responsibility—qualities that enable the individual to act constructively with others in order to get things done. The school must set up for its pupils an environment in which, through use, they may learn the social techniques, derive the attitudes and beliefs, and develop the abilities and skills that social life in a democratic society requires.

The School's Threefold Task

In order that the individual may take part successfully with others in any undertaking, he must understand the requirements of the situation, accept as his own the aims and purposes of the group, and possess or learn the skills or techniques that are necessary to perform his part of the group undertaking. Similarly, for successful social living each member of society must understand the nature of the society, accept its ideals, and master those conventions and skills commonly employed in modern social life.

The task of the school, therefore, may be regarded as threefold:

(1) The school must help the child to understand the nature of the environment in which he lives. It must help him to understand the human relationships involved in the working of his society, as well as the physical environment in which his society exists. In the Programme of Studies which follows, provision is made for growth in the understanding of the more intimate human relationships through literature; of society in its more organized forms through the social studies; of the physical environment through science and certain aspects of arithmetic.

(2) The school must seek to lead the child to choose and accept as his own those ideals of conduct and endeavour which a Christian and democratic society approves. This acceptance will largely depend upon the friendly personal relationship established between teacher and pupil, the kindly atmosphere and co-operative spirit of the school, and the purposeful manner in which the daily life of the school is conducted.

Detailed suggestions with regard to the teaching of Christian practices are not presented in this Programme. Religious teaching cannot be confined to separate periods on the timetable. It will affect the teaching of all subjects, and the wise teacher will be anxious, in the various departments of school activity, to bring home to the pupils as far as their capacity allows, the fundamental truths of Christianity and their bearing on human life and thought.

(3) Finally, the school must assist the pupil to master those abilities that are essential to living in a modern society. The skills involved in communicating ideas and emotions to others and in receiving communications from them, are provided for in the courses in English, Arithmetic, Art and Music. Actual experience in the social techniques of co-operative action is specifically indicated under the heading "Enterprises." The resourceful teacher will arrange his work so that many of the activities of the school, whether in the field of Natural Science, of English, or of Social Studies will be organized to provide co-operative social experience.

Activity, Interest and Social Participation

The achievement of the aims set out in the foregoing paragraphs depends upon a school programme planned in accordance

with what is known of the nature of the development of the child and the nature of the learning process.

All learning involves activity and effort on the part of the learner. "Learning is an active process." "We learn to do by doing." "The child develops through his own activity." In applying these precepts one must remember that the term "activity" does not refer to physical movement only. It must be borne in mind that mental processes—thinking, reflecting, planning—are as truly "activities" as making a box, or acting in a play.

Learning takes place most efficiently when the interest of the learner is aroused. Interest (which must not be construed to mean "diversion" or "amusement") is the foundation of learning. When interest becomes attached to an imagined future accomplishment and the will to achieve it is aroused, a purpose results. When the pupil's actions are directed by a continuing purpose, external motivation becomes less necessary. The immediate and transitory interests of pupils should be transformed into enduring purposes. Learning is most efficient and takes place with the greatest economy of time and effort when pursued in connection with a worth-while purpose, and when related to a real situation.

The development of the individual takes place largely through social participation. Indeed many capacities of the individual are brought out only under the stimulus of associating with others. And in order that development may be continuous a feeling of progressive achievement is necessary. Effort must be attended by success. It may be true that "we learn from our mistakes," but it is equally true that continued and prolonged failure stops growth altogether or diverts it into undesirable channels.

Providing for Individual Differences

Children differ widely in physical make up, in talent, social background, emotional disposition, outlook, tastes, and ambitions. They vary in the rate at which they learn. All children cannot achieve the same forms of success. The school, therefore, must see to it that for every child some measure of success is possible in those fields of endeavour for which his capacities and endow-

ments seem to fit him, in order that he may continue to maintain his place in the regard of the group, as well as his own self-respect.

It is important to emphasize the fact that the experiences provided by the elementary school are designed to meet the needs of the child. But they are designed also to prepare him to meet with adequacy new situations that will confront him as he grows older. They are intended to aid him in the process of becoming mature, to help him to "grow up," physically, mentally and emotionally. The best preparation that the child can have for the demands of later life is the provision of the most meaningful social experience at his own age level.

Grading

The programme of studies is arranged in six successive grades or levels of attainment. It must not be assumed that the work of each grade shall necessarily require a full school year. The grading has been done, on the best advice of practical teachers, to fit the yearly progress of ordinary children, but teachers everywhere will find certain children who because of advanced social or mental maturity can, if need be, pass through the six grades in five years or even in four. In special cases this acceleration will be advisable, and the curriculum has been arranged to permit, in individual cases, of easy promotion from one grade to another. In most cases these children, instead of being accelerated, should be given an enriched programme, and for this, too, ample provision has been made. For the less able children a modified programme and special attention on the part of the teacher will be required, if they are to progress *as they should* with their social group, and with no sense of inferiority.

The most frequent causes of retardation in the past have been failure to meet grade requirements arbitrarily set up, particularly in the fields of reading and arithmetic. It must be recognized that there is no set time or grade level at which every child can be expected to develop the ability to master an arithmetical process or to reach a given standard of reading achievement. The wisdom of retarding a child for a year because of failure in these respects is open to grave question. In any

particular grade it should be possible to arrange for children whose social development is as far advanced as that of the average of the class to proceed with their social group without stigma although in arithmetic or in reading they may have to work for a time on the level of the grade below. But when such children proceed in the manner suggested, special help from the teacher will be required. An ample supply of reading material somewhat easier than that provided for the majority of the class will give the weak reader experience and practice that will retain his interest and increase his power. Similar attention must be given the child who is backward in arithmetic. If special attention is not given, the child's difficulties may be aggravated instead of lessened.

Combining Grades

In some of the courses two or three grades may be combined and the activities suggested for the different grades carried on in successive years. Indeed the only courses that are definitely sequential are Arithmetic and, in Grades I and II, Reading and Writing. When children of different grades join in a common activity it is only necessary to arrange that the more difficult phases of the work should be undertaken by the more advanced pupils, and to remember that the same sort of results should not be expected of all. It is hoped that combining grades will be tried as a method of simplifying the programme of the ungraded school, and may even find acceptance in graded schools, particularly where two or three grades are taught by one teacher.

Selection of Topics by the Teacher

In many¹ of the courses as outlined the teacher is asked to select topics that will prove interesting and useful to the children of his class. It is obvious that the same topics will not be appropriate to a mining area in Northern Ontario, to an agricultural district in the Western Peninsula, and to an industrial city like Toronto or Hamilton. And within any specific area the choice of content will be conditioned by the teacher's own interests and training, by the available sources of information, and by the

¹All, in fact, but Arithmetic, which is definitely sequential, and in the Junior Grades, Reading and Writing.

interests, needs, and capacities of the children. For this and other reasons it is strongly urged that each teacher choose for himself the topics around which to centre the experiences and activities of his children. This freedom of choice on the part of the individual teacher will make uniform standards of attainment in any given grade impossible. This is as it should be. The elementary school has no business with uniform standards of *attainment*. Its business is to see that children grow in body and mind at their natural rate, neither faster nor slower, and if it performs its business properly there will be as much variety of attainment as there is of intellectual ability. The only uniformity at which the elementary school should aim is that every child at the end of the course should have acquired the power to attack new work and feel a zest in doing so.

Examinations and "Promotions"

The absence of uniformity in the attainments of the children and the rate at which they progress, in the extent of the field they explore, and in the nature of the topics selected for exploration, will make uniform external examinations impracticable. This, too, is as it should be. If the curriculum is properly drawn it should so fit the capacities and interests of children that they will find in the experiences and activities of the classroom a good and sufficient motive for learning, without the unwholesome pressure of a "promotion" examination.

The teacher, however, must test his children at frequent intervals to determine whether they are acquiring the necessary skills, and to ascertain where their difficulties lie. On the evidence of such tests he must modify, if necessary, his teaching or plan remedial training for certain individual children.

The teacher's judgment of each child's ability to engage with profit in the activities of the next grade should be the deciding factor in the promotion of children from grade to grade. This judgment must be based on the teacher's observation of his pupils throughout the year, and on records of their work and progress carefully kept, and not merely upon a final examination. If promotions are arranged on such a basis, it will be unnecessary to devote the month of June to tedious drill on factual material. In June as in September the children should be enjoying new experiences and engaging in new activities instead of merely

reviewing old "facts" for the sole purpose of reproducing them on an examination. Information that is interesting and useful is retained in virtue of its interest and use, not in virtue of its having been "crammed" for an examination - a fact of which we are all witnesses. What is necessary, then, if we wish children to retain certain "facts" is not to require that they be memorized for an examination, but to clothe those facts with interest and provide opportunities for their use.

Appraising Results

The flexibility of the curriculum herein presented and the necessary abandonment of uniform examinations in the elementary grades will oblige teachers to give serious consideration to the problem of appraising the results of their efforts to develop in their pupils "useful abilities, desirable interests and acceptable attitudes." The problem is, of course, an individual one and the teacher's appraisal must in many particulars be based on facts specific to his situation. There are, however, certain general factors that may enter into any such appraisal.

First of all, the teacher should be sure that his pupils are living in clean, cheerful surroundings, are cultivating desirable health habits as evidenced in their clean, alert, happy appearance, and are developing proper attitudes towards health as shown by their interest in all the activities relating to personal and community health.

Secondly, the teacher should satisfy himself that his pupils are acquiring the necessary skills. Do they read ordinary prose and poetry at sight with ease and comprehension? Can they read aloud, recite verse or speak their lines in a play so that their auditors grasp the author's ideas and emotions? Do they express their own thoughts easily and accurately in speaking and in writing? Is their handwriting neat and legible and done with fair speed? Have they reasonable facility in the use of numbers for ordinary purposes? Do they sing with good tone and evident enjoyment? Are they gaining in power to express their ideas in some form of art? Can they amuse themselves in playing various outdoor and indoor games?

Finally, *and most important of all*, the teacher should be concerned about the interests and attitudes his pupils are deve-

loping in their work and play. Are they genuinely interested in the reading they are doing, and in the activities connected with the social studies and natural science? Are they thus acquiring interest in an ever widening world and in the fuller understanding of it? Does this interest manifest itself in independent reading, in voluntary language exercises, in various forms of art and hand-work, and in worthwhile enterprises? In such enterprises are they learning co-operation, courtesy, thoroughness, singleness of purpose, self-control and "the joy of the working?"

Reports to Parents

The parents, also, have a right to know at stated intervals how their child is "getting along." And the wise teacher will enlist the parents' interest and support in his efforts to direct wisely the child's development. The report to the parents, therefore, should give the necessary information regarding the child's attendance and punctuality, his progress, his interests and attitudes. Progress in each of the types of activity that make up the programme for Grades I to VI might be indicated in terms of A, B, C, when A is explained in a footnote as indicating excellence, B as indicating satisfactory progress, and C unsatisfactory. Progress in the development of attitudes such as courtesy, helpfulness, co-operation and leadership should be reported in brief comments, as should any special interest a child is developing. Such comments should be made in positive terms; when adverse comments seem to be required, it is probably more satisfactory to make them in a private interview with the parent. Tact and understanding must be employed in order to enlist the parent's co-operation and support.

Such reports demand, as does the whole Programme, that the teacher make a careful study of each child. To say that such reports will take too long to prepare is to suggest that the teacher is too busy with Education to think about his pupils.

Flexible Time Table

It is obvious that this Programme cuts across the traditional subject-by-subject arrangement, and that, therefore, rigid time limits cannot be set. In planning the work and play of a class, it may be sufficient to remember that the time table should be flexible, should permit the necessary variety, and should provide

in just balance for each type of activity. What is the just balance? How should the time be divided? Keeping in mind the possibility of overlapping and the necessity of flexibility, the following scheme is suggested:

English.....	30%
Social Studies.....	20%
Health and Physical Training.....	10%
Natural Science.....	10%
Arithmetic.....	10%
Music.....	10%
Art.....	10%

Roughly, 10% means one half hour per day.

Reduction of Home Work

The following paragraphs from Circular 82, issued under authority of the Minister of Education in April, 1937, and still in force, apply with new significance under this programme of studies.

“The Minister urges the Inspectors to discourage, even more than they have done in the past, unreasonable requirements in the matter of homework for pupils in the elementary school. These children are at a period when vital energies are largely consumed in physical development, and consequently they must have time for rest and recreation. The school has no excuse for infringing upon the right of the children to sufficient time for sleep and play, and the right of the home to direct their activities outside of school hours. There can be no doubt that both of these rights are seriously encroached upon by the prescription of homework, ill-chosen in character and excessive in quantity. For pupils in Grades I to VI there is ample time during the school day to engage in the necessary activities satisfactorily without burdening them with additional school work to be done at home.”

“Supervised work in the classroom may well be substituted for many of the exercises that pupils are at present required to do at home. In order that the pupils may have adequate opportunity for seat-work, including independent study, the revised Regulations require that the teacher’s time-table shall be so arranged that each child may have at least one and a half hours

each day for this purpose. One of the charges frequently brought against the elementary school is that the pupil is not trained to study independently or to work out things for himself. The ungraded rural school, and the school with at least two grades in a classroom should not be open to this charge, for in such schools, because of the nature of the organization, opportunity must be given to classes to study by themselves. If such study periods are properly directed, there should be no question of the pupil's developing habits of independent study. It is in the case of graded schools in which there is only one class in a room that difficulty in this connection is likely to occur. Here the teacher often considers it his duty to teach his class continuously throughout the school day. Such a practice gives little opportunity to develop initiative, independence, or self-reliance. This deficiency may be removed either by organizing the school in such a way that each classroom will have two different grades—a plan that is favoured by many Inspectors—or by dividing the class into two sections for certain of the school subjects. While one section is being taught, the other section may be engaged in seat exercises or study. There can be no doubt that the judicious alternation of teaching lessons and study lessons will result not only in more rapid progress in learning but also in the development of proper habits of study."

ENTERPRISES

Learning through Purposeful Activity

The adult who observes groups of children in their out-of-school activities is impressed by their concentration on the thing in hand, the energy they expend, and the inventiveness they frequently display in accomplishing their ends. We say that they are "interested." We must not confuse this "interest" with "amusement." These children are "interested" in the sense that they are actively pursuing a purpose.

For if one examines the procedure children follow in their activities one will see that these activities arise from needs or *purposes* which the children strongly feel. They decide upon the line of action to be employed in achieving their purpose after discussion among themselves. They plan their undertaking together and each child agrees to be responsible for some part of the undertaking.

One will note further that the success of the undertaking depends upon the ability of the children to work together. Sometimes the scheme breaks down because they are not capable of sustained co-operation. When the project is carried through to a successful conclusion, the result is satisfying to the children, though judged by adult standards it may be very imperfect.

One may observe, also, that the goals children choose as the aims of their activities are *objective*; that is to say, the children are able to conceive beforehand, in a general way, the result of their work. They are *immediate*, in the sense that they can be accomplished within a space of time that the child's mind can grasp. Remote goals have little reality or appeal for children. Finally, they are *accessible*. The goals selected are usually within their power to achieve. Goals that are achieved to the satisfaction of the child are likely to inspire him to further activity.

This play routine is a natural method of learning constantly used by children in their daily life.

The Enterprise "a Natural Way of Learning"

The school has adopted this natural way of learning and has *redirected* it to educational ends. When employed by the school it becomes a group activity undertaken by the children for a purpose that appeals to them as being worth while, and it is called an "enterprise." In a school "enterprise" the purpose of the children is immediate and objective. Their aim is to make a play-house, to perform a play, or to construct a model castle; and beyond this concrete result they do not see. The aim of the teacher, however, is much less limited. Her primary purpose is to provide the children experience in social living—experience in selecting worth-while things to do; in arriving at plans of procedure through discussion and mutual consent; in finding means to achieve their aim, using available resources; in obtaining the necessary information, in developing the required skills, and in carrying plans through to a successful conclusion.

The teacher has secondary aims, too. Through the purposeful activity of the enterprise she may aim to help the pupils to improve their spoken or written English; to afford them experience in reading, in using books or other sources to obtain information; to extend their knowledge of topics under consideration. But while she will utilize the interest of the children in the enterprise to accomplish these aims, her main purpose is to provide for growth in the ability of children to live and work together. "We learn to do by doing," and just as children learn to walk by walking, and to read by reading, they learn to be courteous by being courteous, and to co-operate by co-operating.

The Enterprise Cuts Across Subject Matter Lines

Children engaged on an enterprise may not know what "subject" they are studying nor in what "period" according to the time-table. It matters little to the learners whether an interesting item of knowledge or experience is properly called geography, history, dramatization, or literature; the important thing to them as learners is that it is interesting, and is useful for them in the life they are living as boys and girls. The enterprise may occupy part of their time for an afternoon, for a week, or for a month, and may involve all types of school experience and activity. For instance, preparation for the performance of a play may involve the writing and practice of the dialogue, the

planning and making of costumes, the construction of scenery, the calculation of the cost of materials, the writing of invitations, the learning of songs and dances, the decoration of the classroom.

Choosing the Enterprise

While an enterprise will usually be teacher-inspired, it may frequently be suggested by the pupils themselves; or it may grow out of some interest which the children are displaying at the time which the teacher will make use of. It may be the outcome of some interest-stirring event, or a development in the war situation; it will frequently be the method used to deal with a topic outlined in the Programme of Studies. Perhaps the most useful enterprise of all is one that grows out of a real social situation and hence approximates an enterprise of real life. Brightening up the school room, improving the school grounds, laying out a baseball diamond or a volley ball court, making and caring for a school garden, serving a daily hot lunch, putting on a community concert, are examples of situations which may be made real enterprises.

Growth of Self-Direction

However the enterprise arises, it must be accepted by the children as *their* enterprise, and should be planned and executed by them, with wise guidance on the part of the teacher who should always be ready, if need arise, to offer advice and encouragement or to direct the children to sources of information they may require for the proper carrying out of their plans. But the teacher will defeat her purpose if she allows herself to *prescribe* the enterprise, or to *dictate* the method by which it shall proceed. So long as children are trained to do in school only what they are told, growth in initiative must be the result of extra-curricular activities; and so long as children are trained to depend on adult direction in their work they will not develop the power of grappling with difficulties and overcoming obstacles. If, however, the energies and capacities of the children are released in the service of an enterprise which *they* consider worth while, it is astonishing what children can and do accomplish.

An enterprise conducted in this way involves the exercise of considerable freedom on the part of the children; but the teacher must bear in mind that freedom lies not merely in the removal

of restraints. It depends, rather, upon the growth of the power to act independently and must be accompanied at all times by consideration for the rights, the comfort, and the convenience of other people.

Providing the Fundamental Skills

It is not intended that the use of enterprises should wholly replace the more familiar method of organizing children's school experiences. It would be extremely difficult by means of enterprises alone to secure for children the necessary amount of training in Arithmetic, Reading, and Writing, and still more difficult to secure a proper sequence. The social need for ability to read and write, and the social demand of conformity and accuracy in language and number make it necessary for the teacher to provide special training in these *fundamental skills*, in addition to the training brought about by the enterprise. Certain other forms of activity such as Music or Art, while likely to be involved in most enterprises, should frequently be engaged in for their own sake. Children should learn to sing a song simply because the song is delightful, or draw a scene because drawing is such good fun. But it is suggested, subject to the foregoing qualifications, that in the elementary grades increasing use should be made of the principles of the enterprise procedure.

The Enterprise an Orderly Procedure

The educational value of an enterprise will depend upon the orderly manner in which it proceeds. Successful enterprises display an orderly pattern of development. Although they vary greatly in scope and purpose they progress through easily discernible stages. The first stage is one in which the interest of the children is aroused. This is followed by a period of *planning* in which the teacher and pupils decide through discussion upon the goal to be achieved, plan in detail the activities to be carried out, see the problems which have to be solved, and, if desirable, divide the class into groups which will be responsible for various phases of the undertaking. The *work* period will be devoted first to investigation and research, and then to the constructions, drawings, plays, and the production of the other tangible results that have been decided upon. The *culmination*

is a bringing together of all the work done in order to share the results with others in a programme, a display, or in some less pretentious form.

The Teacher's Preview

Having selected a theme upon which to base an enterprise, the teacher must decide what educational aims she proposes to achieve, think through, in a general way, the lines along which she expects the enterprise to develop, and plan the means she will use in proposing the undertaking to the children in order to enlist their interest and their desire to carry it through. Since the enterprise may require as much as one or two hours of school time each day for a considerable period of time, there must be careful planning, and the plan should be written out.

The plan should show :

(1) The social situation, pupil interest, area of study, theme or topic suggested by the Programme of Studies out of which the enterprise is to grow.

(2) A possible form of culmination. It is this culmination which the pupils see as their purpose. The suggested culmination should be something the teacher feels sure the pupils are likely to accept with interest and enthusiasm. It should be definite and concrete, within the abilities of the pupils to achieve, and something that they can accomplish within a reasonable time.

(3) A list of possible pupil activities which may be stimulated naturally by the enterprise and which will lead to the proposed culmination.

(4) A list of the desired outcomes or aims of the enterprise. These aims might be classified under such headings as: attitudes and appreciations to be developed; understandings and knowledge to be gained; abilities and skills to be increased. It is important to remember that the skills to be learned, the knowledge to be acquired—and even the attitudes to be developed—should be within the mental range, interest, and power of achievement of the pupils concerned. To expect Grade I children to shape thick lumber with heavy tools, or pupils of Grade III to make use of encyclopaedias designed for adults is to defeat the enterprise at the outset.

Planning the Work

The nature of the culminating activity having been decided upon, the teacher and pupils together plan in detail the activities to be carried out. The pupils should list the problems that have to be solved and the materials that will be required for their undertaking. The class may be divided into groups, each one of which will be responsible for some phase of the work. In the formation of the groups pupils should be permitted to choose the activities in which they will participate, but they should be discouraged from always choosing the same form of activity in successive enterprises. The pupil who has elected to work on a mural in one enterprise should be encouraged to choose another form of activity in a succeeding one. Any tendency to overspecialization may thus be avoided.

Working out the Plans

When plans are complete, work on the undertaking begins. The work period—which may last for several days, or even several weeks—is devoted first to research and investigation. Much reading will be done with definite questions and problems in mind. Information may be obtained from pictures, maps, tables, encyclopaedias. Excursions, interviews, or directed observations may be required. The information gained will be given to the class in prepared reports and pooled for the use of all those engaged in the undertaking.

After this period of study—or even while it is still in progress—the constructions, drawings, making of models, preparing of plays, etc., are begun. At the beginning of each daily session devoted to the work, each group should report the progress it has made. At this time any new problems that have arisen should be stated, and solutions sought. At the close of the work session materials should be put away and the tidiness of the room restored.

Culmination and Evaluation

The culmination brings together the completed work in order to share the results with others and for purposes of evaluation. The culmination may take the form of a programme, or display, or may fulfil the purpose of the enterprise in some less pretentious

manner. It must be remembered that the chief value of the enterprise is in the social attitudes developed, and in the interest and activity stimulated rather than in any results that may be exhibited. The object of the enterprise is not to make something for exhibition purposes, and its value does not rest upon the accuracy and perfection of any finished product. The learning is in the doing, not in the thing done. If the chosen culmination involves a display, the teacher must not allow these facts to be obscured by the desire to make the display a success in the eyes of adults who are prone to judge by adult standards. Whatever form the culmination takes the teacher should not deem the work successful unless the original motive in beginning the enterprise has been satisfied. The culmination should be satisfying to the children and make them feel that their purpose has been achieved.

The evaluation of the enterprise will be made from two points of view. The pupils should have an opportunity to appraise their own work; to consider what things in the enterprise have been well done; what not so well done; points to remember for another time; what they have learned; what questions they still have in their minds to which they want answers.

The teacher will make her evaluation in terms of the desired outcomes which she wrote down in her preview. Gain in knowledge may be determined by the use of comprehension tests. Improvement in skills may be noted by comparing the pupil's present performance with what he could do before the enterprise began. Improvement in attitudes can be observed in the reaction of the various pupils in the social situations in which they were placed as the enterprise proceeded. In the teacher's record book should be a place where private notes in anecdotal form may be kept of the development of certain pupils in the class.

Time Required

How much school time should be devoted to enterprises? It is difficult to lay down a hard and fast rule in answer to this question. There will be periods, of course, when no enterprise is in progress because no situation has arisen which calls for one. But when an enterprise has been undertaken, the length of time devoted to it each day will depend upon the nature of the enter-

prise, and upon the experience the teacher has had in this kind of work. It will depend, too, upon the grade. Some teachers have found it satisfactory to devote half the morning, or half the afternoon to the work of the enterprise, and this is probably sufficient until the teacher feels at home with the method. The more experienced teacher may employ a period of the morning, and the last half of the afternoon. During the rest of the day the more formal activities of the school would proceed as usual. Thus while an enterprise is in progress it may be found advisable to devote from one to two hours a day to it.

How long should an enterprise take? This is another question that is frequently asked. Again, no hard and fast rule can be laid down. But no enterprise should be unduly prolonged. The enterprise selected should be one that can be completed in a reasonably short time. In Grade I an enterprise may require a day or it may last for one or two weeks. In Grades II and III it may not last more than one day, and it should be completed in two or three weeks at the most. In Grades V and VI an enterprise may be carried out in two days or may require from two to four weeks; but even in Grade VI it is doubtful if many enterprises can profitably exceed four or five weeks in duration.

Danger of Formalization

In the foregoing paragraph an attempt has been made to indicate in a broad and general way the stages through which an enterprise usually progresses. No two enterprises, however, can precisely follow the same pattern; nor should the procedure be allowed to become formalized or stereotyped. The enterprise was designed to give wide opportunity for teachers and pupils to achieve worth-while ends in their own way. The way in which enterprises will be carried out, the activities employed, and the steps the procedure follows will vary greatly. This is as it should be. Probably the only ways in which all good enterprises are alike are these: they must have definite purpose; they must be planned; they are co-operative undertakings; they should satisfy the ends for which they were set up.

Understanding the Method of the Enterprise

One cannot fully appreciate modern educational practice without an understanding of the "enterprise" or "experience unit" as it is sometimes called. It is recognized that a purely

theoretical discussion of the working of the enterprise such as the foregoing is of very limited value in enabling the teacher to visualize its development. The best way, no doubt, to gain such an understanding would be through observation of a developing enterprise in a practical school situation. This method, requiring as it would continuous observation over a considerable period of time, would be impractical. The next best means is to read rather complete descriptions of real enterprises as they have been actually developed in real classrooms. Lack of space prevents the presentation of such descriptions in this Programme.

Many excellent accounts, however, are to be found in recent books dealing with modern practices in the elementary school. The teacher will find particularly suggestive those described in "The Enterprise in Theory and Practice," by Donalda Dickie; "Guiding Child Development in the Elementary School," by Freeman Macomber; "Seasonal Activities for Primary Grades," by Helen M. Hubbs. Such outlines, of course, are not to be slavishly followed or imposed on the children in the form described; but a study of them will make clear to the teacher how the enterprise procedure may be employed in her own classroom situation.

HEALTH

Purpose and Scope

Health should not be regarded simply as a "subject" of the curriculum but as a programme pervading the whole life of the school and the whole life of each pupil. To make this programme effective the school should assume certain responsibilities. It should maintain for its pupils a healthful environment; it should provide as far as possible adequate health services; it should encourage boys and girls to take part in carefully planned physical activities; it should join forces with the home in developing proper health habits; and it should impart the knowledge that forms a basis for understanding why such *habits* are desirable.

Habits are the result of doing. They are not formed as the result of reading and talking. Instruction in Health, therefore, should be active rather than formal in its nature, and should be linked as closely as possible with the child's daily experience. The food he eats, the clothes he wears, the games he plays, the home where he lives, and the school that he attends, are all related to his health and growth. The animals, birds, trees, and flowers that live and grow around him suggest parallels to his own health needs. With such a wealth of teaching material at hand, artificial devices—health fairies, nursery rhyme parodies, and improbable tales—are not needed to maintain interest. Through records of growth in height and weight, through daily appraisal of individual health and cleanliness, and through experiments, enterprises, and excursions, the Health programme becomes real and effectual.

In Grades I and II the child is interested in home and family life, pets, and plants. Advantage may be taken of these interests in providing activities of value in health teaching. Suggestions for such activities, many of them closely related to Natural Science and the Social Studies, will be found in Chapter XIII of *Health, A Handbook of Suggestions for Teachers*, a copy of which was distributed to each classroom by the Department of Education several years ago. In Grades III and IV, the child's interest in people of the community and in children of other lands may be used as a basis for learning how other people keep

healthy. (See Chapter XIV of the *Handbook*.) In Grades V and VI, instruction on the nutrition and nurture of the human body should be included among the topics dealt with in the Science course. The emphasis in these grades shifts to the reasons underlying health practices. Discussion of the injurious effects of alcohol is probably better deferred until the children reach Grades VII, VIII, IX. The teacher, however, by his own example and by precept, when opportune, should do all in his power to develop in the children under his care, desirable attitudes towards temperance, and, in particular, a genuine respect for sobriety.

Physical Activities

The activities engaged in for physical training should be in harmony with the interests, capacities, and needs of the children, and should be at once *joyous and disciplined*, providing for vigorous and happy self-expression, *not* suppression. The play spirit should be emphasized and pupil leadership used as much as possible and distributed as widely as possible. Into all these activities the teacher should enter with zest and enjoyment, sometimes as leader, sometimes as follower.

Preserving Mental Health

Mental Health should be considered as carefully as physical health, and no practices that are likely to be harmful to the mental health of any child should be tolerated in the school or classroom. Partiality, sarcasm, ridicule, unnecessarily repressive discipline, nagging, and lack of humour on the part of the teacher create disturbing antagonisms and anxiety states in children. Regimentation and emphasis upon competition are two other practices of unfavourable influence. In general, mental health for young children depends upon their meeting reasonable success in the activities in which they engage. The pupils of a kind and skilful teacher in a school characterized by purposeful activity are in a most happy situation for the development of good mental health.

Value of the Noon Lunch

In rural schools the noon lunch affords an excellent opportunity not only for effective health education but for co-operative

group activity. The children should take as much part as possible in planning and carrying out the arrangements. A clean shelf or cupboard will be required for storing the lunch boxes. Then the selection and preparation of the hot dish will need attention. For this purpose, vegetables from the school garden frequently prove useful. At the noon hour, each desk may be covered with white oilcloth and set as a little table, or a large table may be set very simply at the back of the room. The children will wash their hands before sitting down to the meal which should be marked by unhurried eating, cheerfulness, and the practice of good manners. Cleaning up after lunch, and disposing of crumbs, refuse, and paper will complete an enterprise of sound social value.

Health Services

In the matter of health services for the children, every teacher should be eager to co-operate as fully as possible with the school board and the Public Health authorities. An annual physical examination of every child by a doctor or nurse should be arranged if possible. This, of course, does not relieve the teacher of responsibility in reference to the child's physical condition. The teacher should informally and unobtrusively observe every child every day, noting any symptoms of ill-health and, if necessary, reporting them to the parents or school authorities. Nor should this daily inspection of the children be regarded as mere routine to be done perfunctorily. The health of a child is of infinitely more importance than his progress in Arithmetic and English, and no teacher should ever be too busy to notice the appearance of a rash on a child's face or the squinting of his eyes in an effort to see the blackboard, and to do something about it. And every teacher should be glad to avail himself of the co-operation of the Department of Education in making special provision for the education of handicapped children. For information regarding this service the teacher should write to the Inspector of Auxiliary Classes, Department of Education, Parliament Buildings, Toronto.

Maintaining a Healthful School Environment

The school environment is an important factor in promoting the physical and mental health of individual pupils. In the

maintenance of a healthful environment the teacher should co-operate closely with the inspector, the board of trustees, the medical officer of health, and the caretaker in carrying out as far as possible the suggestions of the Department of Education as given in Circular 56A and summarized below. The wise teacher will not overlook the value of active support from the pupils in maintaining healthful conditions within and around the school.

HEALTHFUL SURROUNDINGS

The School Grounds

- Adequate area for play
- Grass neatly cut
- Weeds pulled and burnt
- Swings, teeters, etc., inspected regularly
- Trees and shrubs cared for, and if necessary, planted
- Flower beds and borders developed
- A school garden or forestry plot where possible

Toilets

- Outdoor toilets kept clean
 - The use of chloride of lime is recommended.
- Toilet paper supplied
- Trellis-work screens with vines
 - A useful project in handwork for the older boys
- Chemical toilets maintained according to instructions

Water Supply

- Wells covered with concrete
- The well pumped out after the summer vacation
- The water tested at least once a year
 - Sterile bottles and instructions are issued free
 - Apply to the Department of Public Health.
- Containers kept scrupulously clean
- Individual cups provided

The School Building

- Attractive in appearance
 - All outside woodwork neatly painted
 - Shrubs, vines, and window boxes, etc.

A scraper, or mat, or broom at the door
The porch kept clean and inviting
 A child may act as "porch monitor."
Cloakrooms provided for each classroom
 A portion of the room neatly screened off
 Low hooks neatly labelled
 Neatness and cleanliness carefully maintained

Classrooms

Arrangement of furniture studied
 Convenience, economy of space, etc.
Walls and ceiling tinted in cheerful colours
Three or four good pictures in suitable frames
A bulletin board for *temporary* pictures
Floors scrubbed at least once a month
Floors swept daily after school hours
 A sweeping compound should be used.
 The use of oil on floors is not recommended.
The general effect should be as "homey" as possible.
 Plants, flowers, pictures, curtains, etc.

Lighting

Children properly seated in relation to light
Windows washed regularly
Translucent blinds drawn only when necessary, otherwise
 at top
Suitable colours used in decoration
Artificial lighting provided where possible

Ventilation

Windows opening from the top and the bottom
Window screens (if flies are a nuisance)
Window boards properly fitted
 A useful project for the older boys
Storm sash hinged at the top
The room aired frequently
 At every recess
 During physical training periods

Heating

A fairly uniform temperature maintained

Fairly even distribution of heat secured
Screened radiators in urban schools
Jacketed stoves in rural schools
The proper humidity of the air maintained

Seating

Desks and seats properly adjusted
Fatigue and defective posture are often due to seating.
Desks in ungraded schools of assorted sizes
Tables and chairs provided for group work
Might be used instead of traditional desks

Wash Room

Part of each cloakroom might be equipped as a wash room.
A corner of the classroom might be screened off.
Making and decorating screens a useful project
Basins, paper towels, and liquid soap provided
Arrangements made for disposal of waste water
The position of "washroom monitor" is eagerly coveted

Blackboards

Slate boards are recommended.
Blackboards if painted should not shine.
A narrow platform below the blackboard is useful.
Eighteen inches is a suitable width

Teacher

Good physical and mental health
Unconquerable optimism
A saving sense of humour
Scrupulous cleanliness in person and dress

HEALTH EXAMINATION

Annual Examination

By a doctor or nurse, if available
Co-operation of the teacher
Advice, if necessary, to the parents

By the teacher, if necessary

Measurement of height and weight

Use of a chart

Whispering test for hearing

Use of the Snellen Eye-Test chart

Inspection of teeth

Attention to six-year molars

Examination of throat

Note persistent mouth breathing

Daily Examination

Vigilant watch for symptoms of illness

Pallor or persistent flush

Rash or skin eruptions

Coughing and sneezing

Running nose

Red eyes

Sore throat

HEALTH HABITS

Established by Morning Inspection

Extra clothing removed—sweaters, rubbers

Face, hands, finger-nails, neck, ears clean

Hair neatly brushed

Teeth clean

Clean handkerchief

Clean shoes

Established by Daily Supervision

Washing after using toilet—paper towels

Covering mouth and nose when coughing or sneezing

Keeping fingers and pencils out of mouth

Blowing nose properly

Breathing through the nose

Playing out of doors in safe places

Playing and working happily

Encouraged by Weekly Discussions

Warm bath at least once a week
Hair washed frequently
Clean stockings and underwear
Three glasses of milk a day
Vegetable or fruit every day
Reading only in good light
Good bedtime habits
 Early to bed, 7-8 o'clock (Grades I, II, III)
 Clean to bed—hands, face, teeth, night-dress
 Light covers
 Low pillows
 Open windows

Encouraged by Timely Suggestion

Gargling with salt and water
Using cod-liver oil in winter time
Avoiding drinking impure water
Visiting the dentist—twice a year
Caring for chapped hands
Observing safety rules (Health Instruction)

HEALTH INSTRUCTION**Grades I, II, III¹**

Simple rules on the care of the body
Incidental explanations regarding health habits
Safety rules—stories and pictures
 Crossing the street or the highway safely
 Walking on the highway safely
 Playing in safe places (coasting, swimming, etc.)

First Aid—Dramatization of "What to do"
 When the nose bleeds
 When something is in the eye
 When cut or scratched
 When clothing takes fire

¹See also Chapter XIII of *Health, a Handbook of Suggestions for Teachers*.

Grades IV, V, VI

Simple facts of physiology and hygiene

Rationalization of health habits

Safety codes made by the children

Safety on the highway

Safety in play

Safety in using fire

Prevention of accidents in the home

First Aid—Demonstrations of "What to do"

When some one is choking

When anyone faints

When an ankle is sprained

When bleeding is alarming

When stung by a wasp or bee

When "poisoned" by poison ivy

PHYSICAL ACTIVITIES**Free Play**

Part of each recess given over to free play

Supervision informal and unobtrusive

Playground Games

Two periods of ten or fifteen minutes a day

At least ten outdoor games learned by every child

Directed by the teacher or an older pupil

Children in groups if necessary

Indoor Games

Played only in inclement weather

At least five indoor games learned by every child

Careful supervision needed

Singing Games

Games learned in class

Played out of doors whenever possible

See List of Records

Folk Dances

Traditional European dances

Learned in class

Practised out of doors

See List of Records

“Setting-up” Exercises

Two or three minutes at a time as needed

Designed to improve posture, grace, etc.

Imitative games in Grades I, II and III

Aeroplane, Rabbit, Train, etc.

Exercises in Grades IV, V and VI

From the Syllabus of Physical Training, 1933

Selections from Tables 1-30

Arranged in continuous rhythmical sequence

ENGLISH

Purpose and Scope

English rightly occupies first place among the intellectual exercises of the elementary school. It is of prime importance that children learn to speak and write their mother tongue clearly, accurately, and gracefully, and to use good books as a source of information and pleasure.

The course in English accordingly includes reading, oral and silent, and language exercises, oral and written. Under reading are included specific training in learning to read, practice in "audience" reading, verse speaking and dramatization, regular exercises designed to improve the children's ability to comprehend and enjoy what they read, and abundant private reading in school and out. Under oral language are to be included exercises such as informal conversation, story-telling, reporting on private reading, and, where necessary, corrective exercises. Written language will include training in sentence and paragraph structure, the writing of simple letters, experience in verse-making and play-writing, and the gradual acquisition of skill in the mechanics of written language—punctuation, spelling, and writing.

Supplementary Reading

The most important phase of the English course is supplementary reading. Indeed its importance can scarcely be overestimated. When a child has learned to read, he will in large measure educate himself, provided he has enough suitable books and proper guidance and encouragement in their use. Such extensive reading should be regarded not merely as a source of information but as a desirable form of recreation. The child who has learned to love reading is not only likely to continue his education all through life, but is prepared profitably to enjoy his leisure—a consideration of no small importance.

The Classroom Library

To cultivate properly the love of reading and to form the habit of finding in books information and enjoyment, children

must have ready access to books. Every classroom, then, should have a small library of well-chosen, attractive books—well-chosen in that they appeal to the natural interests of children, and attractive in size, binding, and general format. The needs of the younger children in this regard should receive particular attention as they are less likely to find for themselves books which they can read with pleasure and profit. The Book Lists provide guidance in the selection of books related to the Programme of Studies, but story books to be read for delight should also find a place on the shelves of the classroom library. The practice of purchasing sets of books should be discontinued. Forty different books are of much greater value in a classroom than forty copies of the same book.

Oral Expression

Of all the language exercises of the elementary school none is more important than those designed to train the children in easy, natural, idiomatic speech. Valuable as are written exercises, they must not be permitted to usurp the place of oral work. Informal conversation, class discussion of enterprises accomplished or projected, the telling of stories, reports on private reading—all these and numerous other school activities afford opportunities for training in oral language.

Children should be encouraged to speak clearly and pleasingly. Audience reading, verse speaking, singing, and drama provide obvious opportunities for the formal cultivation of good voice production and seemly speech, but there should be constant attention to the language of the pupils in *all* school activities.

Corrective exercises in speech should be largely individual and specific. There is a place, of course, for language games in which all the children join with pleasure; but to drill an entire class on speech errors of which only a few are guilty is an obvious waste of time. Not all children are prone to make the same errors; not all should receive the same remedial training. And the training they receive should be based on the errors they actually do make.

Written Expression

Written exercises in language should emerge naturally from the work and play of the children in school and out. The

activities in the social studies and in natural science will frequently give rise to interesting and useful work in written language. It is a matter of no small importance, however, to realize that children of the elementary school should not be given too many written exercises. Their written work at this stage should be the short and refreshing exercises of an untired mind. In *all* the written work of the school a high standard of neatness in arrangement, legibility in writing, and accuracy in spelling should be maintained by careful supervision, judicious commendation, and, if necessary, remedial exercises.

The simplification of the dual task of teaching the elements of reading and writing to beginners, which arises from the use of a single alphabet, is so well recognized that print script writing is now almost universal in primary classes. The print script alphabet has the two great advantages of extreme simplicity and great legibility, so that for young children (and those of a low mental age) it would appear almost essential. As the children grow in muscular control and in the desire to write as adults do, they may be introduced to cursive writing, mastering the difficulties of joinings and the use of the pen, in successive grades. By the age of twelve they should be able to write in ink with good legibility and fair speed.

Creative Composition

Many of the language activities of the elementary school should be definitely creative. Opportunities for creative work will be found in the telling or writing of original stories, in verse making, and in the writing of plays for classroom performance. Such creative work should not, of course, be judged by adult standards, and should be undertaken not for the sake of the work produced but for the experience gained and the pleasure enjoyed by the children in the process.

GRADE I**Conversation**

- Happy natural conversations
 - Teacher and children—a social group
 - Not in straight lines
- Source of material for earliest reading
- One form of activity to follow most reading
- An important phase of all the activities of the class
- Most important form of language training
- Spontaneity and naturalness to be encouraged
- Mental noting of errors for later drills

Reading

- Sight words and phrases
 - Names, action words, describing words, etc.
- Blackboard sentences
 - Growing out of conversation
 - Stimulating pictures are useful.
- Cards and booklets
 - Blackboard sentences, etc., in the children's hands
 - Pre-Primers—At least one to be read by each child
 - Primer—Training in oral and silent reading

Phonics

- Incidental in first two or three months
 - Ear training to develop recognition of similar sounds
 - Noting similar initial consonants
 - Noting similar final consonants
 - Rhyming words—"I am thinking of a word that sounds like *make*. We eat it. What is it?"
- Drills based on analysis of known words
 - Common phonograms
 - Finding little words in big words
 - Training in recognition of new words

Supplementary Books

- Pre-primers, primers and story-books
- One or two collections of little poems
- Each child to read several books

Verse Speaking

Memorization of poems

Some memorized by the class—thirty or forty

Some memorized by individuals—their own choice

Poems spoken individually to an audience

Training in natural effective verse-speaking

Occasional “concerts”

Each child speaking a bit of verse

Verse Making

Giving words that rhyme with others

Orally at first, later as seat work

Supplying a missing rhyme in a couplet

Spoken by the teacher

Read from the blackboard

Copying couplets and filling in the rhymes

Story Telling

Listening to stories told or read

No formal exercises—sheer enjoyment

Formation of a “Listen Awhile Club”

Dramatizing stories heard or read

Simple one-incident stories

Telling stories heard or read

Use of an audience situation

Telling stories of personal experiences

Dramatization

Simple pantomiming

Action words, and sentences as read

Original pantomimes

Other children to guess

Pantomiming stories

Stories read, heard, or suggested by pictures

Dramatizing stories read or heard

Action, costumes, etc., suggested by children

Bits of dialogue memorized

From the book or the blackboard

Bits of dialogue improvised

Encouragement of children's own efforts

Letter Writing

- Letters written only as need arises
 - Invitations to parents or other classes
 - News letter to absent classmates
- Composed by teacher and children
 - Written on the blackboard by the teacher
 - Copied by the children

Word Study

- Giving words that mean the opposite
- Giving words that mean the same
- Supplying missing words in sentences
 - A valuable reading exercise
- Choosing the better of two words to fill a gap

Sentence Study

- Encouragement of sentence answers
- Use of sentences in conversations
- Development of picturesque sentences
- Copying of blackboard sentences
- Use of sentences in seat exercises
- Copying blackboard stories
 - Two or three sentences
 - Each one on a new line
- Making little booklets
 - Folding, punching, tying, colouring
 - Copying in "stories"

Corrective Exercises

- Based on children's speech errors
 - Mentally noted in conversation, etc.
- Arranged as games
- Practice for those who need it most
- Incidental corrections in all oral work
 - No fuss to be made about an error
 - Spontaneity not to be killed

Mechanics

Use of the capital letter

Proper names, I, beginning of a sentence

Use of the period and question mark at the ends of sentences

Use of margins

Mechanics learned by use

No rules to be taught

Spelling

No formal spelling lessons

Incidental learning

Careful supervision of all written work

Oral spelling in games in the third term

Writing

Use of print-script writing in all blackboard and seat work

Blackboard writing of sight words, etc.

Writing at seats with large, soft pencils

Emphasis upon correct posture and holding of the pencil

Use of standard print-script forms

Insistence on neatness and care

Special treatment of left-handed children

GRADE II**Conversation**

Frequent opportunities for informal conversation

Encouragement of naturalness and spontaneity

Tact in correction of errors

Avoidance of "parrot answers"

Mental noting of errors for later drills

Dramatization of typical conversations

Answering the door-bell, telephone, etc.

Greeting a friend, etc.

Reading

Regular use of the Reader

Training in oral and silent reading

Phonic Drills

Based on analysis of known words

Training in recognition of new words

Word building exercises

Supplementary Books

- Readers and story-books
- One or two books of poetry
- Regular periods for reading
- Free reading in leisure time
- Informal oral reports on books read
- Several books read by each child

Verse Speaking

- Memorization of poems and extracts
 - Minimum of about twenty passages
 - Some memorized by the whole class
 - Some chosen by individuals
- Training in effective verse speaking
 - Individual and choral work
 - No written work to be required

Verse Making

- Recognition of simple rhythms
 - Rhythmic responses of various kinds
 - Galloping, marching, swinging, rocking, etc.
- Co-operative verse building
 - Line by line on the blackboard
- Supplying rhymes in simple stanzas
 - Oral and written work

Story Telling

- Telling stories to entertain the class
 - Heard at home, or read in books
- Listening to stories told by the teacher
 - Carefully prepared and effectively told

Dramatization

- Regular use as a form of expression
 - Following silent reading
 - As a phase of other activities
 - Social Studies, Science
- Occasional use for entertainment
 - Encouragement of originality
 - Planning action
 - Devising costumes, etc.

Letter Writing

Use of every opportunity as it arises
Usually a co-operative blackboard exercise
Carefully copied by the children
Matters of form learned incidentally

Word Study

Supplying missing words in sentences
Using new words found in stories
Word building games

Sentence Study

Completing half sentences
Finding the ends of sentences in undivided paragraphs
Putting in "stop" signs, spaces, and capital letters
Listening to several sentences about one thing
Noting number of sentences
Falling inflections and pauses
Practice in saying two or three sentences about one thing
Training in separating spoken sentences
Avoidance of "*and*" and "*so*" habits
Use of falling inflections and pauses
Building co-operative blackboard paragraphs
Making Animal Books, Flower Books, etc.
Picture and paragraph on each page
A gift for some one

Corrective Exercises

Oral drills, in game form, as needed
Tactful correction of speech errors in all oral work

Mechanics

Use of capital letters for days of the week, months, and the beginning lines of poetry
Use of periods to mark abbreviations.
Mechanics to be learned by use, not by rule.
Attention to margins, headings, etc.
Vigilant supervision of all written work

Spelling

Regular use of the New Canadian Spelling Book
Vigilant supervision of all written work
Special study of each poor speller
Special training in individual cases

Writing

Use of print-script in all blackboard and seat work
Gradually reduced in size
Neatness and care in *all* written work
Soft pencils and paper with foolscap ruling
Emphasis upon correct posture and pencil holding

GRADE III**Conversation**

Frequent opportunities for informal conversation
Encouragement of naturalness and spontaneity
Tact in correction of errors
Avoidance of "parrot answers"
Mental noting of errors for later drills
Dramatization of typical conversations
Answering the door-bell, telephone, etc.
Greeting a friend, etc.

Reading

Regular use of the Reader
Training in oral and silent reading
Supplementary Books
Readers and story-books
One or two books of poetry
Regular periods for reading
Free reading in leisure time
Informal oral reports on books read
Each child to read several books

Verse Speaking

Memorization of poems and extracts
Minimum of about twenty passages
Some memorized by the whole class
Some chosen by individuals

Training in effective verse speaking
Individual and choral work
No written work to be required
Recording of favourite passages
Anthologies made by children

Verse Making

Recognition of simple rhythms
Rhythmic responses of various kinds
Co-operative verse building
Line by line on the blackboard
Supplying rhymes in simple stanzas
Oral and written work
Imitating stanzas in poems read
Rhythm and rhyme
Oral reading of successful efforts

Story Telling

Telling stories to entertain the class
Heard at home, or read in books
Use of direct narration encouraged
Use of new words commended
Listening to stories told by the teacher
Carefully prepared and effectively told
Occasional written stories, followed by oral reading

Dramatization

Regular use as a form of expression
Following silent reading
As a phase of other activities
Social Studies, Science, etc.
Occasional use for entertainment
Encouragement of originality
Planning action
Devising costumes, etc.
Improvising dialogue
Experience in written dramatization
Turning narrative into drama

Letter Writing

- Use of every opportunity as it arises
- Usually a co-operative blackboard exercise
 - Carefully copied by the children
 - Matters of form learned incidentally
- Occasional "spontaneous" letters
 - To a classmate who is ill
 - For a post-office lesson
 - For birthday messages, etc.
 - "Thank you" letters for gifts, favours, entertainment, etc.

Word Study

- Exercises on synonyms, opposites, homonyms
- Supplying missing words in sentences
- Selecting effective words in stories read
- Choosing the best word of a group offered
- Using new words found in stories
- Correct use of easy idiomatic expressions
- Word building games

Sentence Study

- Completing half sentences
- Combining broken sentences
- Finding the ends of sentences in undivided paragraphs
 - Putting in "stop" signs, spaces, and capital letters
- Different ways of saying a thing
 - Same words in different order
 - Different words

Paragraph Study

- Telling about a game, a pet, etc.
 - Indication of where each sentence ends
- Building co-operative blackboard paragraphs
- Arranging in proper order sentences given
- Making Animal Books, Flower Books, etc.
 - Picture and paragraph on each page
 - A gift for someone

Corrective Exercises

Oral drills, in game form, as needed
Occasional written exercises
Tactful correction of speech errors in all oral work
An occasional "campaign"

Mechanics

Use of capital letters for initials, for names of places and special days, and in titles
Use of the apostrophe in abbreviations, e.g., won't, can't, isn't
Use of the period after initials in names
Attention to margins, headings, etc.
Mechanics learned by use, not by rule
Vigilant supervision of all written work

Spelling

Regular use of the New Canadian Spelling Book
Attention to spelling in all written work
Special study of each poor speller
Special training in individual cases

Writing

Introduction of joined print writing in Grade III
New forms and joinings
Blackboard writing at first
Regular training lessons during transition period
Neatness and care in *all* written work
Soft pencils and paper with foolscap ruling
Emphasis upon correct posture and pencil holding

GRADE IV**Conversation**

- Informal conversations in school and out
 - Arranging games
 - Planning activities and enterprises
 - Discussing books, pictures, etc.
 - Attention to the quality of the conversation
 - Not mere "talk"
- Definite training lessons
 - Telephone conversations
 - Introductions and greetings
 - Answering the door-bell
 - Receiving guests
- Regular practices in the form of dramatizations
 - Development of courtesy and ease

Reading

- Regular use of the Reader
 - Training in oral reading (largely individual)
 - Directed towards remedying specific defects
 - Training in silent reading
 - Daily exercises to improve comprehension
 - Oral discussion of passage read
 - Oral answers to questions on the content
- Training in special kinds of reading
 - To secure detailed information
 - To get a general idea of the content

Audience Reading

- Use of every opportunity to have children read aloud
 - Reading of the morning Scripture passage
 - Reading of letters received
 - Reading to entertain others
 - Original compositions in prose and verse
 - Lovely poems or songs
 - Stories or parts of stories in the "Story Hour"
- Reading for expression
 - Conclusion of "appreciation" lessons
- Frequent reading by the teacher
 - Setting a high standard of excellence

Reading for Appreciation

Study of selected passages of prose and poetry

Largely from the Reader

Attention to such features as

Effective words and phrases

Pretty word pictures

Examples of word music

Touches of humour

Striking comparisons

Choice of title

Avoidance of such practices as

Drilling on "meanings"

Minute analysis

Supplementary Reading

Reading by each child of several books

Regular period every day for reading

Informal *interested* supervision

Free reading in spare time

A book in every desk

Reading Tests

Frequent use of informal tests

Standardized tests if available

Remedial treatment as required

Verse Speaking

Memorization of suitable passages

Minimum of about two hundred lines

Selection by teacher and children

From the Reader, from anthologies

Regular practice in speaking verse

Individual work and choral work

Audience situation frequently

Kindly discussion of children's efforts

Posture, enunciation, naturalness, etc.

No written tests

Verse Making

- Familiarity with simple rhythms (no technical names)
- Familiarity with simple stanza forms
- Exercises in supplying good rhymes
- Experience in writing easy stanzas
 - Based on familiar models
 - Done co-operatively and individually

Story Telling

- Teacher telling a story occasionally
 - Ostensibly as a treat, really as a lesson
- Regular training for the children in story telling
 - Posture, enunciation, gestures, etc.
 - Effective arrangement of incidents
 - Use of effective words, of direct narration
 - Elimination of "and," "so," and "then" habits
 - Mental noting of speech errors for later drills
- Occasional "Story Hours"
 - Stories found in books or heard outside of school

Dramatization

- Regular use of dramatization as a class activity
 - Based on narratives in prose and poetry read
 - Illustrative of lessons in Social Studies, etc.
- Training in speaking lines well
 - Emphasis, tone, rate, enunciation, etc.
- Occasional use of written dramatization
 - Rewriting a story from the Reader
 - Improvising suitable dialogue as needed
- Occasional creative work by children
 - Planning, writing, staging

Letter Writing

- Use of every occasion that requires a letter
 - Personal letters—short and long
 - Informal notes of invitation, etc.
- Proper addressing of envelopes
- Familiarity with usual conventions
 - Arrangement of parts, punctuation, etc.
 - Learned by use, not by rules
- Establishment of a "Letter Exchange"—City to Country

Word Study

- Use of synonyms, opposites, homonyms
- Employment of idiomatic expressions
- Selection of the right word to use in a gap
- Word-building exercises
- Use of new words in oral and written language work

Sentence Study

- Exercises to develop "sentence sense"
- Finding the ends of sentences in undivided paragraphs
- Recognition and use of various sentence forms
 - Statement, question
- Practice in saying a thing in different ways

Paragraph Study

- Study of good paragraphs in the Reader and elsewhere
 - First sentence, last sentence, middle sentences
- Recognition of "unity" as essential in a good paragraph
 - Detection of an irrelevant sentence in a paragraph
- Building of co-operative blackboard paragraphs
- Arranging four or five given sentences in paragraph form
- Noticing the reason for a new paragraph in a story
 - Important change in time or place or circumstances

Correct Forms

- Oral drills on errors of frequent occurrence
- Choosing the correct form of a word to complete a sentence
 - Where two forms are given
 - Where no form is given
- Occasional written exercises following oral drills

The Use of the Dictionary

- Training lessons as required
 - Arranging words in alphabetical order
 - Finding words in a children's dictionary
 - Learning to use the dictionary for spelling
- Constant use of the dictionary for reference

Mechanics

Use of capital letters for proper names
Familiarity with common uses of period, comma, etc.
 Learned inductively in reading and writing
 Occasional formal exercises or tests
Attention to mechanics in all written work
 Heading, margins, spacing, punctuation
Scrupulous care in all blackboard work

Spelling

Regular use of the New Canadian Speller
 As suggested in the Manual
Study of spelling disabilities
 Remedial treatment as required
Constant use of the dictionary
 Always available even for tests (except spelling tests)
Use of a special book for dictation exercises
 Personal list posted daily and revised regularly
Use of various spelling games

Writing

Training lessons in round hand writing as needed
 In individual cases
 On specific defects
 Illegible letter forms
 Irregularities in size, spacing
Regular use of print-script for special purposes
 Maps, headings, notices, addresses, etc.
Emphasis upon legibility and neatness in *all* written work
 Special lessons in writing only as suggested above
Attention to posture and pencil holding

GRADE V**Conversation**

Informal conversations in school and out

Arranging games, planning activities and enterprises

Discussing books, pictures, etc.

Attention to the quality of the conversation

Not mere "talk"

Definite training lessons

Telephone conversations, introductions and greetings

Answering the door-bell, receiving guests

Entertaining callers, etc.

Regular practices in the form of dramatizations

Development of courtesy and ease

Reading

Regular use of the Reader

Training in oral reading largely individual

Directed towards remedying specific defects

Training in silent reading

Daily exercises to improve comprehension

Oral discussion of passage read

Oral answers to questions on the content

Training in special kinds of reading

To secure detailed information

To get a general idea of the content (skimming)

Audience Reading

Use of every opportunity to have children read aloud

Reading of the morning Scripture passage

Making reports

Reading of letters received

Reading to entertain others

Original compositions in prose and verse

Interesting items from books and papers

Lovely poems or songs

Stories or parts of stories in the story hour

Reading for expression

Conclusion of "appreciation" lessons

Frequent reading by the teacher

Setting a high standard of excellence

Reading for Appreciation

Study of selected passages of prose and poetry
Largely from the Reader

Attention to such features as
Effective words and phrases
Pretty word pictures
Examples of word music
Pleasing rhythms in prose and poetry
Touches of humour
Unusual rhymes, striking comparisons
Orderly arrangement of paragraphs or stanzas
Choice of title

Avoidance of such practices as
Drilling on "meanings", listing topics and sub-topics
Naming figures of speech, minute analysis

Supplementary Reading

Reading by each child of several books
Regular period every day for reading
Informal *interested* supervision
Free reading in spare time
A book in every desk
Record of "Books I Have Read"
Form used to be worked out in class
Individual variations to be encouraged

Reading Tests

Frequent use of informal tests
Standardized tests if available
Remedial treatment if required

Verse Speaking

Memorization of suitable passages
Minimum of about two hundred lines
Selection by teacher and children
Several from the Reader
Several from anthologies, etc.

Making of a "Golden Treasury"

Decorations, illustrations, etc.

Regular practice in speaking verse

Individual work and choral work

Audience situation frequently

Kindly discussion of children's efforts

Posture, enunciation, naturalness, etc.

No written tests

Verse Making

Familiarity with simple rhythms (no technical names)

Effects produced by various rhythms

Familiarity with simple stanza forms

Exercises in supplying good rhymes

Practice in writing easy stanzas

In imitation of familiar models

Co-operatively and individually

Story Telling

Teacher telling a story occasionally

Ostensibly as a treat, really as a lesson

Regular training for the children in story telling

Posture, enunciation, gestures, etc.

Effective arrangement of incidents

Use of effective words, of direct narration, of suspense

Elimination of "and," "so," and "then" habits

Mental noting of speech errors for later drills

Occasional "Story-Hours"

Stories found in books or heard outside of school

"Made-up" stories

Based largely on the work in Social Studies and Science

Study of good models in the Reader

Recognition of the "story order"

How it began

What happened

How it ended

Use of direct narration

Dramatization

- Regular use of dramatization as a class activity
 - Based on narratives in prose and poetry read
- Training in speaking lines well
 - Emphasis, tone, rate, enunciation, etc.
- Occasional use of written dramatization
 - Rewriting a story from the Reader
 - Improvising suitable dialogue as needed
 - Interpolating stage directions
- Occasional creative work by children
 - Planning, writing, staging

Letter Writing

- Use of every occasion that requires a letter
 - Personal letters, business letters of simple type
 - Informal notes of invitation, etc.
- Arrangement and punctuation of parts of a letter
 - Learned by use, not by rules
- Proper addressing of envelopes
- Establishment of a "Letter Exchange"
 - Real *not* imaginary—Province to Province

Word Study

- Use of synonyms, opposites, homonyms
- Employment of idiomatic expressions
- Selection of the right word to use in a gap
- Word-building exercises
- Practice in classifying words according to meaning
 - First under descriptive headings
 - Later as nouns, adjectives, etc.
- Use of new words in oral and written language work

Sentence Study

- Exercises to develop "sentence sense"
- Finding the ends of sentences in undivided paragraphs
- Practice in combining short sentences
- Recognition and use of various sentence forms
 - Statement, question, command, exclamation
- Arranging sentences to secure emphasis as desired
- Practice in saying a thing in different ways

Paragraph Study

- Study of good paragraphs in the Reader and elsewhere
 - First sentence, last sentence, middle sentences
- Practice in completing paragraphs of four or five sentences
 - Given the first sentence and the last
 - Given only the first sentence
 - Given only the last sentence
- Recognition of "unity" as essential in a good paragraph
 - Detection of an irrelevant sentence in a paragraph
- Building of co-operative blackboard paragraphs
- Arranging four or five given sentences in paragraph form
- Noticing the reason for a new paragraph in a story
 - Important change in time or place or circumstances
- Practice in paragraphing direct narration

Correct Forms

- Oral drills on errors of frequent occurrence
- Choosing the correct form of a word to complete a sentence
 - Where two forms are given
 - Where no form is given
- Using the correct form in original sentences
- Occasional written exercises following oral drills

Mechanics

- Uses of the capital letter
 - For adjectives derived from proper names, e.g., Canadian, British, etc.
 - For words referring to God
- Use of the comma
 - In addresses; to separate words and phrases in a series; to mark off words of address
- Use of quotation marks
 - In simple unbroken quotations, e.g., "I am going to school now," said John
- Attention to mechanics in all written work
 - Heading, margins, spacing, punctuation
- Scrupulous care in all blackboard work
- Reasonable credit for mechanics in marking (10%)

The Use of the Dictionary

- Training lessons as required
 - Finding the proper spelling of a word in the dictionary
 - Selecting the appropriate meaning
- Constant use of the dictionary for reference

Spelling

- Regular use of the New Canadian Speller in each grade
 - As suggested in the Manual
- Study of spelling disabilities
 - Remedial treatment as required
- Constant use of the dictionary
 - Always available even for tests (except spelling tests)
- Use of a special book for dictation exercises
 - Personal list posted daily and revised regularly
- Use of various spelling games

Writing

- Training lessons in writing as needed
 - In individual cases
 - On specific defects
 - Illegible letter forms
 - Irregularities in size, spacing
- Introduction of the pen
 - In special training lessons
 - In general work
- NOTE:—Sharp pen points are to be avoided
- Regular use of print-script for special purposes
 - Maps, headings, notices, addresses, etc.
- Emphasis upon legibility and neatness in *all* written work
 - Special lessons in writing only as suggested above

GRADE VI**Conversation**

- Informal conversations in school and out
 - Arranging games, activities and enterprises
 - Talking about books, pictures, etc.
 - Attention to the quality of the conversation
 - Not mere "talk"
- Definite training lessons
 - Telephone conversations
 - Introductions and greetings
 - Answering the door-bell, receiving guests
 - Entertaining callers, etc.
- Regular practices in the form of dramatizations
 - Development of courtesy and ease
- Occasional written exercises

Reading

- Regular use of the Reader
 - Training in oral reading (largely individual)
 - Directed towards remedying specific defects
 - Training in silent reading—
 - Daily exercises to improve comprehension
 - Oral discussion of passage read
 - Oral and written answers to questions on the content
 - Training in special kinds of reading
 - To secure detailed information
 - To get a general idea of the content (skimming)
 - To make a summary or an outline

Audience Reading

- Use of every opportunity to have children read aloud
 - Reading of the morning Scripture passages
 - Making reports, etc.
 - Reading to entertain others
 - Original composition in prose and verse
 - Interesting items from books and papers
 - Lovely poems or songs
 - Stories or parts of stories in the "Story Hour"
 - Reading for expression
 - Conclusion of "appreciation" lessons
- Frequent reading by the teacher
 - Setting a high standard of excellence

Reading for Appreciation

Study of selected passages of prose and poetry
Largely from the Reader

Attention to such features as
Effective words and phrases
Pretty word pictures
Examples of word music
Pleasing rhythms in prose and poetry
Touches of humour pathos, irony, etc.
Unusual rhymes, skilful repetitions
Effective word order, striking comparisons
Orderly arrangement of paragraphs or stanzas
Choice of title

Avoidance of such practices as
Drilling on "meanings"
Listing topics and sub-topics
Naming figures of speech
Minute analysis
Attempting to teach the full content

Supplementary Reading

Reading by each child of several books
Regular period every day for reading
Informal *interested* supervision
Free reading in spare time
A book in every desk
Record of "Books I Have Read"
Form used to be worked out in class
Individual variations to be encouraged
Regular book talks
Telling the class about a "crackerjack"
Perhaps reading a short selection

Reading Tests

Frequent use of informal tests
Standardized tests if available
Remedial treatment if required

Verse Speaking

- Memorization of suitable passages
 - Minimum of about two hundred lines
 - Selection by teacher and children
 - From the Reader, from anthologies
- Making of a "Golden Treasury"
 - Decorations, illustrations, etc.
- Regular practice in speaking verse
 - Individual work and choral work
 - Audience situation frequently
 - Kindly discussion of children's efforts
 - Posture, enunciation, naturalness, etc.
- No written tests

Verse Making

- Familiarity with simple rhythms (no technical names)
 - Effects produced by various rhythms
- Familiarity with simple stanza forms
- Exercises in rearranging jumbled lines
- Exercises in supplying good rhymes
- Practice in writing easy stanzas
 - Co-operatively and individually

Story Telling

- Teacher telling a story occasionally
 - Ostensibly as a treat, really as a lesson
- Regular training for the children in story telling
 - Posture, enunciation, gestures, etc.
 - Effective arrangement of incidents
 - Use of effective words, direct narration, suspense, climax
 - Elimination of "and," "so," and "then" habits
 - Mental note of speech errors for later drills
- Occasional "Story-Hours"
 - Stories found in books or heard outside of school
 - "Made-up" stories
- Study of good models in the Reader
 - Plan of the story
 - Use of connectives
 - Other words for "said"
 - Special devices for various effects

Dramatization

- Regular use of dramatization as a class activity
 - Based on narratives in prose and poetry read
 - Illustrative of lessons in Social Studies, etc.
- Training in speaking lines well
 - Emphasis, tone, rate, enunciation, etc.
- Occasional use of written dramatization
 - Rewriting a story in the Reader
 - Improvising suitable dialogue as needed
 - Interpolating stage directions
- Occasional creative work by children
 - Planning, writing, staging

Letter Writing

- Use of every occasion that requires a letter
 - Personal letters—short and long
 - Business letters of simple type
 - Informal notes of invitation, etc.
- Proper addressing of envelopes
- Familiarity with usual conventions
 - Arrangement of parts, punctuation, etc.
 - Learned by use, not by rules
- Establishment of a "Letter Exchange"
 - Canada to Australia, etc.

Word Study

- Use of synonyms, opposites, homonyms
- Employment of idiomatic expressions
- Selection of the right word to use in a gap
- Word-building exercises
- Practice in classifying words according to meaning
 - First under descriptive headings
 - Later as nouns, adjectives, etc.
- Use of new words in oral and written language work

Sentence Study

- Exercises to develop "sentence sense"
- Finding the ends of sentences in undivided paragraphs
- Recognition of subject part and predicate part
- Practice in enlarging subjects and predicates
- Practice in combining short sentences
- Recognition and use of various sentence forms
 - Statement, question, command, exclamation
- Arranging a sentence to secure emphasis as desired
- Practice in saying a thing in different ways

Paragraph Study

- Study of good paragraphs in the Reader and elsewhere
 - First sentence, last sentence, middle sentences
- Practice in completing paragraphs of four or five sentences
 - Given the first sentence and the last
 - Given only the first sentence
 - Given only the last sentence
- Recognition of "unity" as essential in a good paragraph
 - Detection of an irrelevant sentence in a paragraph
- Building of co-operative blackboard paragraphs
- Arranging four or five given sentences in paragraph form
- Noticing the reason for a new paragraph in a story
 - Important change in time, or place or circumstance
- Practice in paragraphing direct narration

Correct Forms

- Oral drills on errors of frequent occurrence
- Choosing the correct form of a word to complete a sentence
 - Where two forms are given
 - Where no form is given
- Using the correct form in original sentences
- Occasional written exercises following oral drills

The Use of the Dictionary

- Regular training lessons
 - Finding the correct spelling of a word in the dictionary
 - Selecting the appropriate meaning
 - Discovering the proper pronunciation
- Constant use of the dictionary for reference

Mechanics

Various uses of the capital letter

Familiarity with common uses of period, comma, etc.

Learned inductively in reading and writing

Occasional formal exercises or tests

Use of quotation marks

In broken quotations, e.g., "We shall see," said his friend, "that it is not so simple as that."

Attention to mechanics in all written work

Heading, margins, spacing, punctuation

Scrupulous care in all blackboard work

Reasonable credit for mechanics in marking (10%)

Spelling

Regular use of the New Canadian Speller in each grade

As suggested in the Manual

Study of spelling disabilities

Remedial treatment as required

Constant use of the dictionary

Always available even for tests (except spelling tests)

Use of a special book for dictation exercises

Personal list posted daily and revised regularly

Use of various spelling games

Writing

Use of joined print-script, or round hand writing

Training lessons in writing as needed

In individual cases

On specific defects

Illegible letter forms

Irregularities in size, spacing

Regular use of print-script for special purposes

Maps, headings, notices, etc.

Emphasis upon legibility and neatness in *all* written work

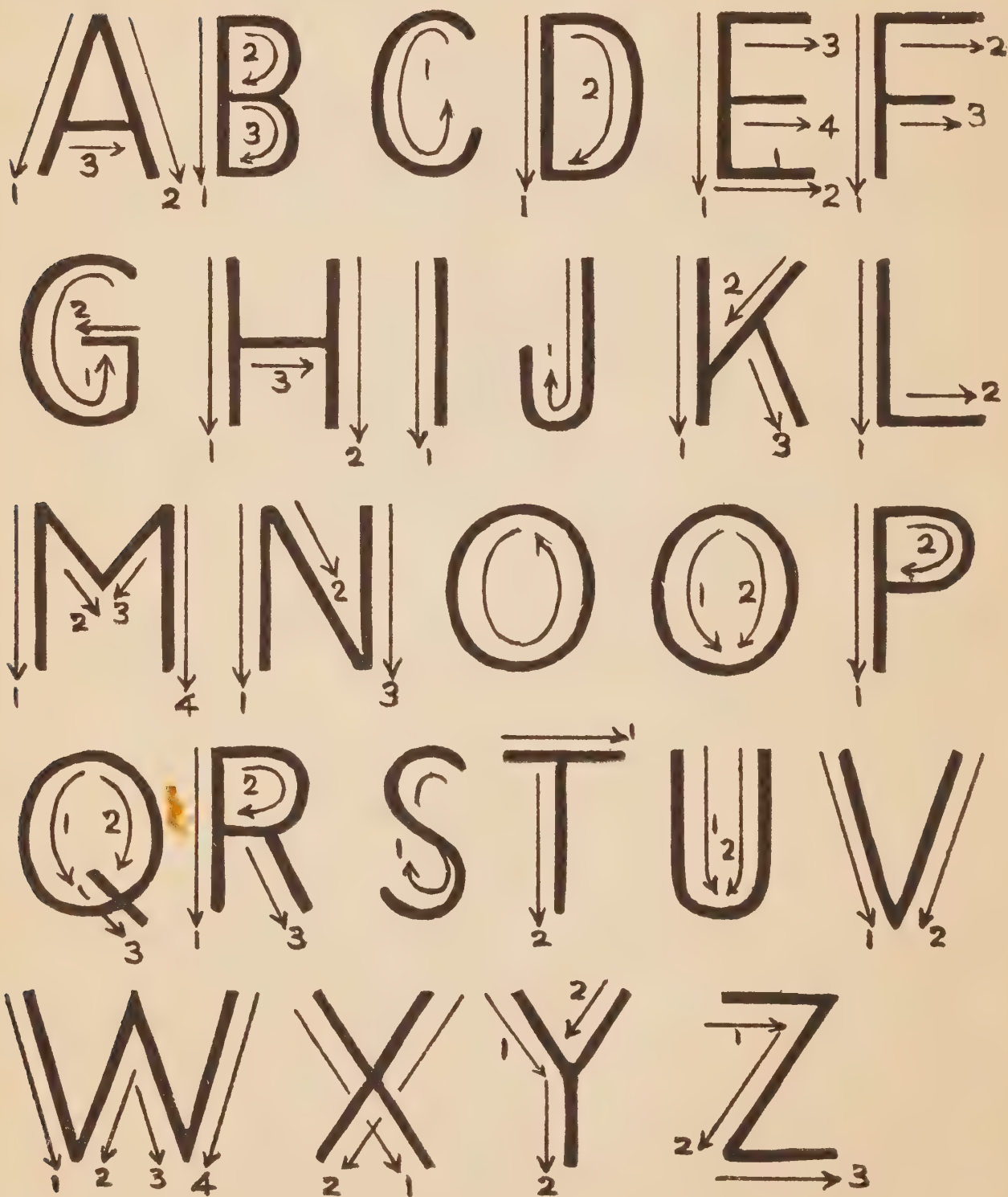
WRITING

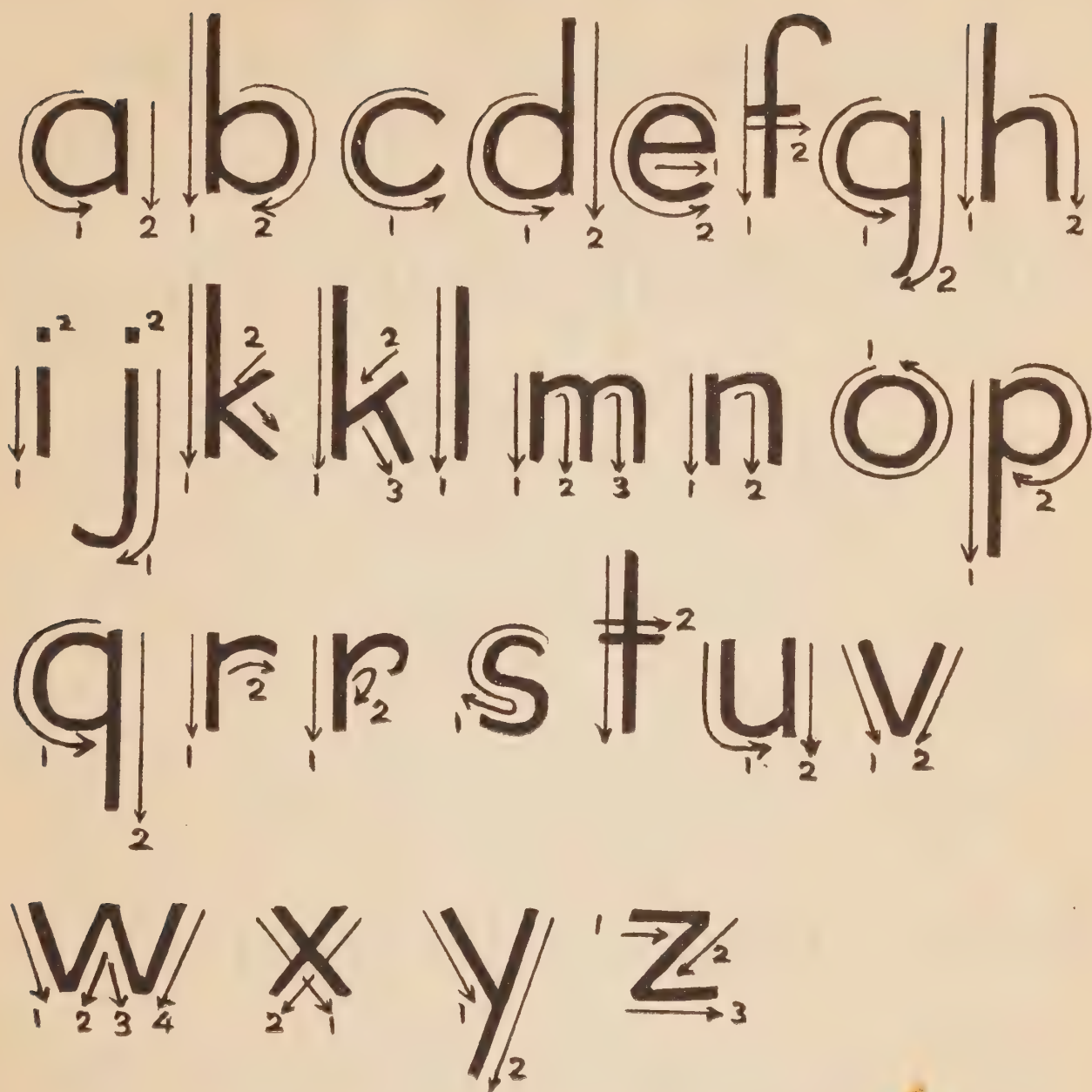
The schools of Ontario have now had four years' experience in the teaching of print script writing, and in making the transition first to joined script, and then to round hand cursive writing.

Print writing in Grades I and II has proved eminently practical. Instead of having to learn one alphabet for reading and another for writing, the same set of symbols suffices for both. Instead of distributing the child's attention between the letter itself and its accidental attachments (joinings, up-strokes, etc.), it concentrates his attention on the form of the letter. Since a word written in print is similar to the word as it appears on the printed page, print writing has proven of distinct advantage in accelerating the process of learning to read, and seems to have reduced difficulties in spelling.

The method of making the transition outlined in the following pages has been shown to be a satisfactory procedure, economical of time and effort, and suitable to the child's development.

Print Script Alphabet





The alphabet on this and the opposite page shows a desirable order of strokes. This order is the one used in cursive writing.

The elements—vertical, horizontal, slanting, and circular lines—are all contained in the capital letters O, L and V.

LEVEL I—The first step in learning to write is to learn to combine vertical, horizontal, slanting and circular lines to form the letters. The child's first desire to communicate his ideas in writing may result merely in simple drawings—sun, moon, circle, square, house, wagon, etc. All preparatory writing exercises should be meaningful and purposeful to the pupil.

LEVEL II—Pupils write words. The example given is $\frac{2}{3}$ " high and is done in two lines of foolscap ruling.

Bob calls his dog

A large, soft pencil should be provided. The pencil should make a reasonably dark stroke without heavy pressure. Illegibly light strokes should be discouraged. Double spacing and use of the large pencil should be continued well into the second year.

The sides of the paper should be placed almost at right angles to the pupil. To facilitate wrist action and to secure truly vertical strokes, the paper may be shifted slightly to right or left to suit individual pupils.

LEVEL III—Early in the second year most of the pupils will have reduced the size of their writing to one space.

Bob called his dog Pat.

LEVEL IV, JOINED PRINT—(Grade III)—The finishing down-stroke is continued in an up-curve to join it to the next letter. Not all letters are joined.


Bob called his dog Pat.

To be joined easily, some of the letters require slight changes. When the pupils have had some experience with the up-curve,





the letter **b** may be changed to **U**.

The letters V, W, Y have similar strokes and pupils often reduce the number of strokes originally learned, making them

thus : 

If these strokes are rounded the forms become: .

The same procedure can be applied to  which becomes .

Other letters which may be changed into slightly different forms are  into  and  into .

Bob called his dog Pat.

This stage should be reached sometime during the third year.

LEVEL V—ROUND HAND WRITING (early part of fourth year).

Bob called his dog Pat.

The loop letters are first developed.

Bob called his dog Pat.

Retracings where necessary may now be learned.

GRADES V and VI

In some inspectorates of the province the teaching of joined print script or round hand writing (modified somewhat to suit the increased maturity of the children) has been continued through Grades V and VI, with very encouraging results. The children have developed a cursive hand, easy to read, which retains the essential features of script, i.e., simplicity and beauty of letter form, absence of unnecessary strokes. Many children who previously had great difficulty and little interest in writing legibly in the more usual slanting cursive writing, do good work and take pride in their achievement when the instruction they received in the earlier grades is continued.

It is therefore recommended that the use of round hand writing or joined print be continued throughout Grades V and VI, with the necessary modification in size suitable to the increased maturity of the children. Beyond Grade VI children who desire to do so should be allowed to continue the use of these forms; some pupils, however, will readily take to rhythmic, slanted cursive writing.

Experience has shown that better final results are obtained if the pen is not introduced before Grade IV and preferably not before Grade V. At first, when the pen is introduced, broad pen-points should be used.

SOCIAL STUDIES

Purpose of the Social Studies

The aim of the course in Social Studies is to help the child to understand the nature and workings of the social world in which he lives. Since the nature of that world largely depends upon geographical factors, and, in part, is conditioned by the heritage of the past, wide use is made of the subject matter of geography and history; and the study of current events becomes an activity of growing importance.

The course aims, also, to develop in the pupils desirable social attitudes. Consideration for others, willingness to accept responsibility and to work with others in order to get things done; attitudes of helpfulness and loyalty to friends, home, school and community should be major outcomes of the course if it is properly conducted.

Since these qualities of the socially satisfactory person are not things merely to learn about, but are to be gained only by use and practice over a considerable period of time, it is expected that much of the course will be carried out through co-operative activities of various kinds. The method of the enterprise is particularly appropriate to the Social Studies, and almost any topic may serve as the centre of interest around which activities of various kinds will grow.

Treatment of Current Events

To understand the present it is necessary to be informed of those events that are occurring in the world to-day. Hence, the discussion of such current events as come within the interests and the scope of the children's understanding, forms an important part of the course.

The events that affect our lives or stir our interest from day to day have roots in the past, immediate or remote, and their occurrence is frequently due to some factor in the physical environment. When the capacities of the children and their

fund of general knowledge make it appropriate to do so, such causal elements should be carefully explained.

In Grades IV, V and VI, events of interest that occur in Canada should receive particular attention. When these events are under discussion constant use should be made of the map, and the children should be accustomed to thinking of the occurrence in its location. If this procedure is regularly followed, the pupils will have a good working knowledge of the map of Canada by the time they have completed the work of Grade VI.

Geographical and Historical Information

As children progress through the course they will acquire and perhaps retain an immense amount of geographical and historical information. It will be acquired in the natural way through experiences and activities, and will therefore be unorganized. This is not a cause for anxiety. Children of the elementary school have not yet reached the maturity required for systematization. The purpose of the Social Studies activities is not the amassing of knowledge in neat lists and summaries, but the development of understandings, the growth of interests and the forming of attitudes. It is to be expected, however, that each child out of his own interested activities will really learn more facts and better facts to add to his personal fund of information than he would by memorizing ready made second-hand compendiums.

Selection of Topics and Activities

It is probable that more has been included in the outline for each grade than can be covered in a school year, and the teacher is not required to cover all the topics in the grade outline or to have her pupils engage in all the activities suggested. Topics that seem inappropriate to the local situation should be omitted. In a community where no house is being built, for example, the topic, "Watching a house being built" cannot very well be dealt with. Those items should be selected by the teacher which seem to have the most value to the class, considering the interests, needs, abilities, and experiences of the children.

Social Activities in the Primary Grades

In the primary grades the teacher is chiefly concerned with the development of right attitudes of mind. She must guard against *merely talking* about the duties of boys and girls, but must provide, instead, daily co-operative activities through which the practice of mutual helpfulness will grow. An understanding of the human relationships involved in the working of his small society and envisaged by the outline which follows may best be developed by participation in activities such as the following:

1. Making a house in one corner of the classroom. The house should be large enough for three or four children to go in. Decorative materials —curtains, pictures, dishes, flowers, etc. — may be made by the children, as well as some of the furniture. Groups of children may take turns from day to day in keeping the house tidy. The house may be furnished first as kitchen, later on as other rooms of the homes they know. When interest in its use as a home has waned, it may become in turn a store, a post-office, a fire-hall, a library.

2. Dramatic play in connection with the house, the dramatization of the activities of members of the family, “helpers,” etc.

3. Making “picture books” of various home activities, and of the activities of “helpers” in the community. The value of this occupation in connection with the beginnings of reading will be obvious.

4. Hearing stories of the lives of people which present to the child desirable patterns of social behaviour. These stories will be selected for their implied moral and social lessons, but if the teacher is not to defeat the purpose of the stories, undue moralizing must be avoided.

5. Direct experiences with the life of the community secured through excursions and assigned observations.

6. Reading towards the close of the year of simple books such as those listed in the Book List.

7. Planning and carrying out programmes for special days,

GRADE I**Our Family**

Seeing mother at work in the home
 Helping the children and father
Seeing father at work in the home
 Helping the children and mother
Seeing the children at work
 Helping mother and father
 Helping one another
Having fun in the home
 Different kinds of fun
 Hearing stories told by mother and father
 How *they* used to help their fathers and mothers
 Fun they used to have
Going to church and Sunday School

Other Families

Going to visit uncle's family
 Helping aunt and uncle
 Playing with cousins
Visiting at grandfather's home
Helping grandfather and grandmother
 Hearing stories of early days
 Indians, trappers, pedlars, etc.

Helpers of Our Family

Seeing helpers come to our home
 Postman, delivery boy, milkman, etc.
Going to helpers
 Grocer, butcher, doctor, dentist, etc.
Learning about helpers who take care of us
 Policeman, traffic-officer, fireman, etc.
Understanding that these helpers are other fathers
 Working away from their homes
 Receiving money for their work

Father Helping Other Families

Seeing father going to work
 Different kinds of work
 Different places of work

Father receiving money for his work

Money to be used or saved

Using money father earns

Food, clothing, coal, etc.

Saving money for use in the future

Children's bank

Father's bank

Stories of Family Life

Stories showing good family relationships which present patterns of desirable social behaviour such as kindness, consideration for others, helpfulness, loyalty, etc.

Such stories as, the baby Moses, the infant Jesus,

Miriam and Moses, the infant Samuel

Told from time to time throughout the year

Other stories selected by the teacher

The Flag of Our Country

GRADE II

Our Neighbourhood

Watching a house or barn being built

Masons, carpenters, painters, etc.

Stories of how the early houses were built

Watching a road or street being repaired

Labourers, truck-drivers, foreman, etc.

Stories of making the road

Talking about a fire or a moving

Fathers helping in various ways

Sending and receiving letters and messages

Collectors, sorters, postmen, operators, etc.

Stories of the mail in early days

Travelling to and from home

Conductors, bus-drivers, motormen, etc.

Stories of how they travelled in early days

Finding out where the roads or streets go

Places of interest along the way

Stories of place-names, etc.

Ideas of direction and distance

Pictorial maps—sand table, blackboard, paper

Finding out what people in the neighbourhood work at
Different kinds of work

Places where people work

Farms, mills, shops, factories, etc.

Stories of when, why, and how each was begun

Things grown or made by workers

Discussion of where these things are used

Learning about schools, churches, public buildings, etc.

Location—distance and direction

Pictorial maps—sand table, blackboard, paper

Stories of when, why, and how each was built

Farther Afield

Exploring a nearby urban *or* rural district

Making the journey or voyage

Route, conveyance, time

Places of interest along the way

Stories of their beginnings

Stories of pioneer travel on the same route

Visiting the school—urban *or* rural

Novel features of school life

Stories of that school in grandfather's time

Going to the store—urban *or* rural

Interesting features of the store

Buying things that came from our home community

Stories of old-time stores

Watching the grown-ups at work—city *or* country

Different kinds of work

Things made or grown by the workers

Places where they are used

Stories of earlier methods of work

Joining in the fun in the city *or* on the farm

New forms of amusement

Stories of fun in the old days

Stories of grandfather's home in the old land

Finding the old land on the globe

Seeing the city *or* the country-side

Streets, parks, buildings, reservoirs, etc.

or

Fields, forests, rivers, lakes, hills, etc.

Pictorial maps—sand table, blackboard, paper

Stories of what the city or country used to be like

The Eskimo child, the Indian child

Family life of these children

Their homes, food, clothing

Stories of the Lives of People

Stories showing good family relationships

Presenting patterns of desirable social behaviour,—family love, helpfulness, kindness, loyalty, kindness to animals, etc.

Stories, such as: Samuel, the Temple Boy; The Bell of Atri

Told from time to time throughout the year

GRADE III

The Story of Homes

In our community

Kinds of houses

Building houses

Carpenters, masons, bricklayers, painters, plumbers

Making surroundings attractive

Keeping homes warm

Fuels used, where obtained

How we light our homes

How we get water

In other lands and other times

Eskimo igloo, Indian wigwam or teepee

Tents in desert lands

Paper houses of Japan

Buying things we need

Stores in our community

Grocery, drug, drygoods, clothing, shoe, hardware, dairy, bakery, meat

Buying things at the market

Working in a store

Buying fuel, gasoline

Other services in our community

Printer, barber, blacksmith, veterinary, banker

Family Life in Other Lands

Stories of child life in two of: Holland, Switzerland, Norway
 Customs, social life, occupations
 Study of geographical surroundings
 How their life is like ours
 How their life is different from ours

People Who do their Work by Hand

China, Egypt, Arabia, Lapland
 How the people get their food
 How they get their clothing
 Using animals in their work
 The houses they live in
 Stories of child life in these lands

Stories of the Lives of People

Stories showing good personal relationships
 Presenting patterns of desirable social behaviour,—kindness, helpfulness, courage, persistence, consideration for others; e.g., the story of the Good Samaritan, Sir Philip Sidney, The Little Hero of Haarlem
 Other such stories selected by the teacher
 Told from time to time throughout the year

GRADE IV
Exploring the Countryside

Hills, valleys, rivers, lakes, bays, etc., of the locality
 Excursions, assigned observations
 Making sandtable lay-out of the district
 Pictorial maps, table models

The Story of Travel

In the Community
 Nearby cities, towns and villages
 Roads, railways, waterways, airways
 Discussion of direction, distance and cost of travel
 Making maps or plans showing relative position of neighbouring centres

How men learned to travel

On land

Training the horse, the camel

Inventing the wheel

Wagons, trains, automobiles

On water

Using oars and sails

Steamships

In the air

Balloons

Airplanes

The Story of Communication

In the community

Telephone, telegraph, radio, letter, messenger, newspaper

How men learned to communicate

Using signals, messengers

Learning to write

On clay—cuneiform—Babylonia

On stone and papyrus—Egypt

The Alphabet—Phoenicia, Greece, Rome

The Story of Printing

Getting Food from the Soil

Study of an Ontario farming community

Type of farming carried on

How the food is produced

Products and their marketing

How men learned to farm in the long ago

Domestication of animals

Keeping flocks and herds

Stories of early Bible times

Learning to till the soil

Stories of growing food in Egypt, Babylonia

Learning to live in one place

Making a Living

In the local community

The work of the people

Where and how the work is done

Products and their uses

Exchanging products with others

A lumbering community in Ontario

Working in a lumber camp

How lumber is produced

From tree to sawmill

Finding uses for lumber in the community

A mining community in Ontario

Working in a mine

How the mineral is obtained

Using the mineral

An Ontario manufacturing community

Working in a factory

Raw materials used

Where obtained

How the product is made

Use of the product

Life in Other Lands

British Isles, South Africa, Mexico, Iceland, Argentina
(selection of two or three)

Stories of child life, read or told by teacher

Pictures examined

Finding these countries on the map, etc., etc.

Stories from the Lives of People

Stories showing good human relationships

Presenting patterns of desirable social behaviour

Developing concepts of helpfulness, courage, loyalty to
friends, carefulness, prudence, persistence, etc.

Such stories as: Joseph and his Brethren; David, the Shepherd Boy; David and Goliath; Friendship of David and Jonathan; Richard III and the Horseshoe Nails; Benjamin Franklin and the Whistle; Bruce and the Spider.

Other stories as selected by the teacher.

Told from time to time throughout the year.

GRADE V

The Age of Discovery

By the end of the twelfth century the lure of the unknown was beginning to urge the European to enquire what lay under the clouds that enshrouded the edges of his flat world. Quickened by the marvellous tales of the Polos, the desire for riches, and the spirit of adventure, seaman after seaman ventured farther and farther into the void, and returned to astonish his friends with tales of the new lands, vast oceans and strange peoples he had found. As each traveller returned, he added not only the knowledge of something found, but the mystery of something still beyond—a challenge to further enquiry and adventure.

Year by year, at the cost of untold effort and endurance, the clouds are rolled back. The ingenuity of the scientist and inventor is enlisted in the cause of discovery. The mariner's compass brings confidence to the sailor on the deep, steam replaces sail, and planes roar across the seas once painfully traversed by the caravels of Columbus.

Into this world of romance and adventure the child is led by the Grade V course. "Rolling back the clouds" is its theme, and it aims to reveal the world to the child as it was revealed to the discoverers and explorers.

From the stories of these men should emerge a wide acquaintance with the earth's geography. Continents and islands, seas and rivers, mountains, volcanoes and glaciers will be met with informally as the stories unfold; and constant reference to maps should give the child a knowledge of their position. The stories will show, too, strange new peoples in their desert, jungle, or tropical island homes. The child should be led to see the appropriateness to the environment of their food and clothing, their weapons and tools, their social customs and superstitions.

Perhaps the chief value of the course will be the interest aroused. The depth of this interest may best be estimated from the zeal the child displays in his reading of books related to the course, from the imagination shown in his drawing, modelling, and dramatic activities, and from the understanding revealed in the stories, diaries, "logs," and letters he may write. It is assumed that such activities will form a part of the enterprises which the theme of the course may suggest.

Current Events

Events of local importance

Canadian events

Within the student's interests and capacities

The progress of the war

Constant use of map and globe

Taking part in suitable war activities

Stories of British heroism

Dunkirk, The air defence of Britain

Altmark, Graf Spee, Jervis Bay, Bismark

Convoying ships to Britain

"Rolling Back the Clouds"

The Road to Cathay

The travels of Marco Polo

The wealth of the Indies

The caravan route to the east

The closing of the route

Solving the riddle of distant Africa

Stories of Diaz, da Gama

Da Gama reaches India

Discovering the New World

The Norse Sea Rovers

Bjarni, Eric the Red, Leif

The Norse Sagas

Stories of Columbus, Balboa, the Cabots

Circumnavigating the Globe

Story of Magellan

Story of Francis Drake

Discoveries in the South Seas

Story of Captain Cook

Australia, New Zealand, Tahiti, Hawaii

Tasman in the East Indies

The Buccaneers

Morgan, Dampier

Alexander Selkirk ("Robinson Crusoe") in Juan

Fernandez

Light on the Dark Continent

Bruce in Abyssinia
With Mungo Park on the Niger
Livingstone and Stanley in Darkest Africa
Burton, Speke, and Baker on the Nile

The Search for the Northwest Passage

Stories of Frobisher, Baffin, Davis and Hudson
Franklin in the frozen north

To the Ends of the Earth

Admiral Peary reaches the North Pole
The Quest for the South Pole
Sir Ernest Shackleton
Scott's last expedition
Amundsen reaches the Pole
Byrd flies over Antarctica

GRADE VI**Exploring America**

The Grade VI course represents the more detailed study of one part of that map whose unfolding the children observed in the previous grade. The New World, with special emphasis on Canada, becomes the subject of the social story. The course assumes that the child's own part of the world has now become for him, the object of special interest.

This field of study presents many opportunities for successful enterprises. The study of the various units suggested will be given purpose in the eyes of the pupils when it leads to modelling, map-making, dramatization, picture-making, and other such activities (see "Enterprises," pp. 16-24).

The arousing of a deep and abiding interest in the geography and history of Canada, and an understanding of the relationship of its history to the geographical nature of the country, are perhaps the chief ends to be achieved as a result of the course for this grade.

As a result of the Grade VI course, including the study of Current Events, it should be expected also that the pupils will have gained considerable skill in the use of maps, that they will have a fair knowledge of the physical geography of their own country, and be familiar with the location and importance of some of its chief centres of population.

Current Events

Simple review of the war to date

German conquest of Poland, Norway, Denmark, Holland
Belgium, France, Jugo-Slavia, Greece

Location of these countries

Simple accounts of their people

British resistance

Dunkirk, The Battle of Britain, Libya

Crete, Syria, Iraq, Iran

The Battle of the Atlantic

Altmark, Graf Spee, Jervis Bay, Bismark

The Attack on Russia

The progress of the war

Simple accounts of Canada's part

Taking part in suitable war activity

Salvage campaigns, Junior Red Cross

War Savings Stamps, etc.

Events of local importance

Canadian events

Within the pupils' interests and capacities

Constant reference to maps

"Unrolling the Map"

The Spaniards Search for Gold

De Leon in Florida

De Soto on the Gulf coast

Cortez and the Aztecs of Mexico

Pizarro and the Incas of Peru

The Spanish American Republics of to-day

Mexico, The South American Republics

Their relationship to Canada and Britain

Sources of food, oil, coffee

The Search for the Road to "La Chine"

Cartier's Discovery of the St. Lawrence
Champlain on the St. Lawrence
 Founding of Quebec
 Discovery of the Richelieu and Lake Champlain
 Ascent of the Ottawa
 Discovery of the Great Lakes
Hudson—finding a river and a bay
 Mutiny on the high seas
Marquette and Joliet on "The Father of Waters"
"The Seigneur of China"—La Salle
Modern cities on the old road
 Quebec, Montreal, Toronto

The Wealth of the Fur-trade

Radisson and Groseilliers—
 Meeting the northern Indians
 The Hudson's Bay Company
The "Coureurs des Bois"—Du Lhut
Alexander Henry—an English Independent
With the fur-traders to the head of the lakes
 The Northwesters
 Fort William and Grand Portage
The Fur-traders on the prairies
 Meeting the Indians of the plains
 The buffalo hunters
Successors of the fur-traders
 The western wheat-fields
 Winnipeg—a modern metropolis

In Quest of New Homes

Raleigh in Virginia
The Pilgrim Fathers
The Dutch—New Amsterdam
Penn—Philadelphia

The Lure of the Western Sea

Alexander Mackenzie

Down to the Arctic

Over the mountains and down to the sea

Story of Simon Fraser

A great map maker—David Thompson

Steffanson in "the friendly Arctic"

Meeting the Eskimo

R.C.M.P. in the Far North

Aklavik—the town farthest north

On the Pacific Coast

The Spaniards in California

Drake on the western coast

Cook and Vancouver

The California Gold Rush

Gold on the Fraser River

The Trail of '98

The Pacific Coast to-day

Vancouver, Victoria

Salmon fisheries

The great forests

NATURAL SCIENCE

Purpose of the Course

The course in Natural Science is intended to include a study of the more salient features of plant and animal life, as far as possible in their natural setting—a study strictly elementary in scope yet conducted in a genuinely scientific spirit; some first-hand observation of natural phenomena—the changing weather, the apparent movement of the sun, moon, and stars, the sequence of day and night and the seasons; and such explanation of the principles of physiology and hygiene as may be *necessary* to give meaning and support to the health habits which the school attempts to establish in the lives of its pupils.

The purpose of the course is to initiate the children into the romance and wonder of science, and to enhance their natural desire to get to know the world around them and find an explanation of its phenomena. To observe carefully and dispassionately, to formulate one's observations in words or in other ways, and to make proper inferences from what has been observed, constitute a kind of experience in which all children should share. Although they are not being trained as scientists and not expected to amass an ordered body of scientific information, the children will by observation, experiment, and inference learn much that will help to make richer and more significant their experience as children in a world governed by natural laws.

Experience with Real Things

Not the home, nor the school, but the unroofed country is the child's natural laboratory where he finds the things that appeal to his primitive instincts. The birds and insects of the air, the living animals of field and wood, the trees and flowers and shrubs, the water and the earth—these are his raw materials for experience and activity. The sky above, the field and forest, the garden and park, the running stream and the pond, are all alike full of interesting things which will attract and hold the child's eye, arouse his wonder, stimulate his inquiries, and give opportunities for discovery. It is here in the unordered observation of real things and happenings that an abiding interest in

natural science may be enkindled, and the foundation laid for future systematic study or the lifelong enjoyment of a worth-while hobby. Care must be taken, however, to develop in the children a right attitude towards living plants and animals. The gradual disappearance of many species of wild plants and animals may be checked, in part at least, by engendering in the children a sympathetic interest in "all creatures great and small."

When the study of plants and animals in their natural habitat is impossible, much can be accomplished by the use of window-boxes, nature-tables, insect cages, wormeries, aquaria, and vivaria. In the construction of these things and in the proper care of the plants and animals in them, the children receive valuable training in handwork and in plant and animal husbandry in addition to the interest engendered and the opportunities afforded for first-hand observation.

While the emphasis should be upon living plants and animals, the children may well be introduced to some of the simpler phenomena of inanimate nature. No attempt should be made, however, to develop anything in the nature of a formal study of any particular branch of science. The aim will be not so much to explain phenomena as to awaken the children's interest in them and to develop their powers of accurate observation and description.

The children's experiences in science are incomplete if they do not express them in verbal or pictorial form. Drawing, and modelling in suitable material, are useful aids to visualizing form and structure, and the making of note-books and portfolios for science records gives scope for language and handwork activities, as well as giving definiteness and permanence to the experiences in science.

Value of Incidental Teaching

Many of the experiences and activities suggested in natural science cannot be successfully carried out through "lessons" at set periods. A minute or two at any time may be required to follow the flight of a butterfly, to listen to the thunder, or to watch the falling snowflakes; an hour or two may be given occasionally to mounting a specimen, or modelling a turtle, or studying the tactics of an army of ants; and a half-day may profitably be spent in arranging a science exhibit or going on a

field excursion. This must not be interpreted as meaning that the natural science is to be episodical in character, but that in addition to providing regular and prearranged activities the teacher should seize every opportunity as it arises in school and out to cultivate the children's interest in science.

Selection of Activities

While it is desirable to give all children an introduction to the various phases of natural science, it is not to be expected or desired that all children will be equally attracted by each phase. Nor should all the children of a class be required to engage in the same activities. Outside of a common core of science experience, the children should be encouraged to follow each his natural bent, to explore his favourite field, and so develop a genuine interest in and perhaps a thorough understanding of some one phase of natural science.

It is not intended that any class should engage in all the activities offered for the Grade, nor is any definite number prescribed. The teacher should select those that have a bearing on health and as many others, germane to the interests and needs of his class, as possible.

GRADE I

Autumn

- Naming the flowers in the school garden or from home gardens
- Making bouquets of flowers from the school or home gardens
- Naming the trees in the school grounds
- Telling the class of birds seen gathering to fly South
- Noticing which birds do not leave us
- Tracing outlines of coloured leaves and colouring them
- Examining the winter coats of animals
- Collecting cocoons of various kinds
- Making weather calendars showing sunny days with paper suns
- Keeping a pet at school for a few days
- Modelling twigs of trees with their Winter buds

Winter

- Examining snow flakes with hand lenses
- Examining the frost on the window pane

Keeping a class weather chart for a month

Finding three common winter birds and learning what they eat

Feeding our winter bird friends at school and at home

Making a sand-table winter scene with evergreens, birds snow, etc.

Finding out what our common animals eat in Winter

Learning to know the four phases of the moon

Recording the phases of the moon with silver or yellow paper

Planting paper white narcissi in water

Observing the bulbs planted in the Autumn as they grow in the classroom

Caring for house plants in pots or window boxes in the classroom

Learning how to keep healthy in Winter

Caring for goldfish in suitable aquaria in the classroom

Finding out how goldfish in the aquarium swim and eat

Observing where the sun rises and sets

Keeping twigs of fruit trees in water in the classroom

Spring and Early Summer

Making a classroom bouquet of pussy-willows and pussy-poplars

Reporting the return of birds in individual record books

Keeping a class bird calendar

Colouring bird pictures for each bird recognized

Finding out who feeds the baby robins and how

Looking for (not picking) wild spring flowers

Arranging a few wild flowers in a bouquet

Studying the buds of trees as they open out

Identifying flowers grown from bulbs in gardens

Keeping eggs of frogs or toads in the classroom

Watching the development of young tadpoles

Planting a small flower or vegetable garden at home

Watching how young plants of beans, peas, etc., start to grow

Assisting in the care of the school and home gardens

Looking for a friendly toad around the garden

Trying to find out where it stays when not feeding

Keeping a chart of the sunny days

GRADE II¹**Autumn**

- Naming the flowers in the school garden, or from home gardens
- Making bouquets of flowers from the school or home gardens
- Naming the trees in neighbouring parks or fields
- Tracing the outlines of leaves of maple, oak, elm, beech, etc.
- Modelling seeds of maple, beech, oak, etc.
- Collecting and naming coloured leaves
- Watching for the first leaves to fall
- Reporting on animals seen storing food for winter
- Watching caterpillars spin their cocoons
- Collecting cocoons of various kinds
- Keeping a blackboard weather calendar
- Describing good homes for pets
- Learning the names of Christmas trees
- Modelling evergreens or making plasticine lay-outs on paper

Winter

- Examining snow flakes with hand lenses
- Watching how ice forms on a pan of water
- Making individual weather charts for one week
- Finding out how wind helps people
- Reading stories of familiar animals that "sleep" in Winter
- Sketching the homes of some common "Winter sleepers"
- Arranging paper stars to represent the Big Dipper and the North Star
- Planting paper white narcissi in water
- Observing the bulbs planted in the Autumn as they grow in the classroom
- Caring for house plants in pots or window boxes
- Learning how to keep healthy in winter
- Talking about some common pets and how to care for them in Winter
- Discussing the value of the sun in giving warmth
- Observing how melting snow forms little streams
- Finding buds on trees and watching for the first signs of their changing
- Keeping twigs in water in the classroom

¹See "Selection of Activities," page 89.

Spring and Early Summer

Making a classroom bouquet of pussy-willows and pussy-poplars
 Reporting in individual record books the return of birds
 Keeping a class bird calendar
 Learning to recognize a few bird calls
 Arranging a few wild flowers in a bouquet
 Learning to recognize the common wild flowers of the locality
 Keeping up a blackboard calendar entitled "Signs of Spring"
 Noticing where grass and other plants grow fastest in Spring
 Learning to know our common Spring flowering shrubs as they bloom
 Finding out which garden plants bloom first
 Learning to know fruit trees by their blossoms
 Watching how earthworms come out at night and withdraw when approached
 Learning to know the garter snake by its markings
 Finding out how it gets its food and where it lives
 Drawing the markings of a garter snake
 Observing different kinds of clouds

GRADE III¹**Autumn**

Naming the flowers in gardens
 Making bouquets of garden flowers
 Looking for seeds and seed-pods formed by the flowers of garden plants
 Collecting, drying and storing seeds of garden plants
 Collecting, drying and mounting a few leaves of trees
 Making bouquets of wild flowers such as asters, golden rod chicory
 Finding seeds that fly: dandelion, milkweed, maple
 Finding seeds that "hitch-hike": burdock, pitch-fork, burr
 Telling the story of a seed that went on a journey
 Telling the class of birds seen gathering to fly South
 Making a sketch of wild geese flying South
 Pressing coloured leaves dipped in wax; mounting them
 Making a leaf book

¹See "Selection of Activities," page 89.

Noticing whether sunny places have brighter coloured leaves
Making a collection of coloured pictures of flowers grown from bulbs
Planting bulbs for Winter bloom and caring for them
Finding out what animals of the locality "go to sleep" for the Winter
Collecting and feeding caterpillars
Watching caterpillars spin their cocoons
Preparing boxes for cocoons to be placed outside
Keeping up a blackboard chart "How Nature Gets Ready for Winter"
Explaining how to feed pets
Noticing how trees get ready for winter
Sketching the branching of the elm and the maple
Modelling the bark of such trees as maple, elm, oak
Collecting bitter-sweet, cat-tails, etc., for indoor bouquets
Making cardboard cut-outs of evergreens for sand table scenes

Winter

Examination of snow flakes with hand lenses
Making snow flake books—white paper
Discussing the values of snow and ice
Making a wind vane to tell the direction of the wind
Finding out the relation between the wind and the weather
Feeding Winter birds at school and at home
Identifying animal tracks in the snow
Making sketches of animal tracks
Discovering the Winter homes of animals
Caring for bulbs planted in the Autumn
Caring for house plants in pots and window boxes
Finding out which plants like the sun
Learning how to keep healthy in Winter
Finding out what fruits we get from other lands in Winter
Caring for goldfish in suitable aquaria
Discovering how fish swim and eat
Observing the lengthening of the days
Finding out why snow melts first on southern slopes
Watching Winter buds as they begin to open
Observing the liquid in the thermometer

Spring and Early Summer

Making a classroom bouquet of buds
 Reporting the return of the birds—individual records
 Keeping a class bird calendar
 Reporting on observations of birds making nests
 Making bird houses and shelters
 Planning and making bird baths
 Learning to recognize bird calls
 Organizing an Audubon Club
 Finding out which wild flowers should not be picked
 Arranging a few wild flowers in a bouquet
 Talking about how we may conserve our wild flowers
 Learning to know the common wild flowers
 Watching butterflies and moths emerging from cocoons
 Learning the names of common moths and butterflies
 Keeping eggs of frogs or toads in the classroom
 Studying the development of young tadpoles
 Watching young fruit forming after the blossoms fall
 Planting a small flower or vegetable garden at home
 Assisting in the care of the school and home gardens
 Watching how earthworms come out at night and withdraw
 when approached
 Trying to find out how a frog or a toad catches an insect
 Discussing the value of snakes
 Finding out which forest trees have flowers easily seen
 Making a collection of pictures to represent Spring

GRADE IV¹
Autumn

Identification and removal of weeds on the school grounds
 A nature study excursion through the school grounds
 Recognition of common annual flowering plants in the school
 garden
 Study of two flowering plants
 Recognition of common trees and shrubs of the roadside,
 streets, etc.
 Recognition of four Autumn wild flowers
 Identification of the common grains of the community by
 kernel and head

¹See "Selection of Activities," page 89.

Comparison of good and poor samples of grain, without scoring
Making a display of common vegetables
Recognition of two insect enemies and two insect friends
Study of the feeding and locomotion habits of some common insect
Finding, identifying, and rearing caterpillars found in gardens
Study of Nature's need and devices for seed dispersal
Identifying fruits suitable for bird food
Collecting and identifying various kinds of Autumn fruits
Collecting and storing flower seeds, gladioli, dahlias, etc.
Finding out why birds go South
Planting bulbs outside for Spring bloom
Planting bulb indoors in soil for Winter bloom
Observations of how animals are preparing for Winter

Winter

Examination of snow flakes
Drawing of snow flakes
Discussion of the effects of frost
A class bird-feeding project
Taking a census of winter birds
January blackboard weather calendar
Recording the position and time of sunrise and sunset
Determining the length of each day for a few days
Measuring and recording the length of the mid-day shadow
Discussion of the sun as the source of heat
Discussion of the sources of heat in our homes
Recognizing the kinds of fuel used in our homes
Examination of a piece of coal
The story of a piece of coal from the mine to the home
How wild animals spend the winter
Discussion of the winter homes of wild animals
Study of animals' methods of conserving body heat
The use of wild animals to man and how we should protect them
Demonstration of the value of woollens as insulators
Discovery of how to wash woollens properly

Spring and Early Summer

Making and decorating a bird calendar on the blackboard
Discussion of the return of birds from their Winter homes

Keeping of individual observation records of bird activities
 Practising a few calls of common birds until birds respond
 Setting up a bird bath and a bird feeding-table (crumbs from lunches)
 Holding regular meetings of an Audubon Club
 Recording changes of bird activities as the season advances
 Recognition of flowering bulbs in the school and home gardens
 Making a blackboard calendar of common wild flowers
 Starting garden annuals in pots or boxes in the classroom
 Collecting frog's eggs and watching them hatch
 Making a blackboard calendar in May of all garden flowers in bloom
 Studying the life history of the trillium
 Transplanting young seedlings from flats
 Planning a vegetable garden at school or at home
 Planting and caring for a school or home garden
 Planning summer care of the garden
 Transplanting wood ferns to shady corners in the school grounds
 Learning how to care for a lawn
 Recognition of a few garden plants in the seedling stage

GRADE V¹

Autumn

Identification and removal of weeds near the school
 Identification of annuals in the school garden
 Study of two flowering plants not previously studied
 Identification of trees and shrubs of the community
 Individual and classroom calendars of Autumn colours of trees
 Study of the habitat and habits of five common weeds not previously studied
 Potting of geraniums, coleus, etc., from the garden for winter bloom
 Making cuttings of geraniums and coleus for the school garden next Spring
 Learning to make up a suitable soil mixture for bulbs and indoor plants

¹See "Selection of Activities," page 89.

Study of the cabbage butterfly

Learning how spiders spin webs and how they catch prey

Setting up a spider home indoors; finding spider's eggs

Finding out how the animals are getting ready for Winter

Gathering fish, snails, a clam, tadpoles, etc., for a classroom aquarium

Recognition of five common nut-bearing trees

Learning to recognize plant foes such as Poison Ivy

Recognition of common bulbs by their colour, shape and size

Planting of bulbs indoors and outdoors

Keeping a weather chart for November, noting winds, cloudiness, frosts

Study of the changes in plants to meet Winter

Finding out why and how trees get rid of their leaves

Discovering why evergreens do not need to shed their leaves annually

Recognition of all common local evergreen trees

How garden plants should be protected for Winter

Winter

Recognition of common trees by their shapes and buds

Discussion of the value of forests while standing

Sketching and naming common leafless and evergreen trees

Keeping twigs of fruit trees and flowering shrubs in water

Finding cocoons in the bark of apple trees

Searching for eggs of tent caterpillars on twigs of wild cherry trees

Observation of how ice forms

Discussion of the uses of ice to man

Study of the position of snow drifts

Study of the moon—its size, distance, motions, and how we see it

Observation of the moon at successive hours for one evening

A blackboard chart of one month's daily observations of the moon

Drawing the four phases of the moon from personal observations

Study of water in relation to health

Discussion of drinks that are good for children

Explanation of digestion as a process

Spring and Early Summer

- Keeping of individual bird calendars reporting return of birds
- Keeping a blackboard bird calendar
- Discussion of the enemies and protection of birds
- Holding regular meetings of an Audubon Club
- Making individual and blackboard leaf calendars
- Finding the flowers of maple, elm, willow, poplar, oak, etc.
- Classifying spring flowers by colour as they bloom
- Making artistic bouquets of garden flowers, and of a few wild flowers
- Studying the life history of the dog's tooth violet
- Planting garden seeds in flats
- Making a hotbed at the school or home and growing plants in it.
- Studying why the Trillium dies when the flower is picked
- Making a calendar showing dates of bloom of garden perennials
- Studying the nesting habits of birds
- Finding out how to plant and care for three vegetables
- Recognition and control of two kinds of insects injurious to garden plants
- Learning how to prune roses and shrubs in the school yard or home
- Observations of the work of honey bees visiting spring flowers
- Discussion of the home life of honey bees
- Discussion or demonstration of the hatching of chicks
- Discussion and practice of cultivation of gardens
- Recognition of common flowering shrubs by their size, shape and flowers
- Planning summer care of the garden
- Discussion of the relation of sunlight to health of man

GRADE VI¹**Autumn**

- Identification and removal of weeds
- Preparation of the garden for best appearance during Autumn
- Keeping the classroom constantly supplied with bouquets of named flowers
- Study of how flowers are fitted to produce seeds
- Study of how climbing plants of the garden are fitted for their mode of life

¹See "Selection of Activities," page 89.

Searching in the garden for plants not previously recognized
Studying the adaptations of the dandelion, plantain and chickweed for survival
Study of the house fly in its relation to health
Observations of the habits of ants (an ant colony in the classroom)
Investigating various methods by which animals store food for Winter
Identification of some wild fruit trees or vines that birds feed upon
Study of the codling moth—life habits, injury to apples, control
Planting bulbs for indoor and outdoor bloom
Gathering suitable “everlasting” flowers and plant materials for bouquets
Preparing the garden for Winter
Making a classroom display of common varieties of fruit, correctly labelled
Learning how to store fruits and vegetables for Winter
Discussion of how soil is formed
Keeping a classroom weather chart for December
Taking a census of bird’s nests in a given area
Planning a bird-feeding project for the Winter

Winter

Making a “snowflake” book (paper models)
Recording the amount of snowfall for January on the blackboard
Calculating the rainfall equal to a heavy fall of snow
Discussion of how snow aids plant life in Winter
Discussion of enemies of trees and of forests
Study of methods of forest protection
Reporting on the value of Winter birds
Protecting and attracting Winter birds about the school by feeding them
Discussion of how birds are adapted to keep warm in Winter
Growing bulbs in soil and water in the classroom
Finding out how a bulb is fitted to bloom so soon after planting
Recognition of common house plants in the home and classroom
Demonstration of how to care for house plants in the classroom

Making diagrams of familiar constellations at 8.00 p.m.
Observations to show that snow melts earlier on south slopes
Study of breathing
Discussion of how germs spread
Explanation of how germs enter the body
Discussion of the methods of avoiding infection
Demonstration of the value of pasteurizing milk

Spring and Early Summer

Making personal and class bird records
Erecting bird houses and feeding places, and watering places
Holding an early morning bird hike
Forming a Field Naturalists' Club
Stocking an aquarium with suitable pond life
Keeping up a class flower calendar of fruit and forest trees
Making a flower calendar of garden shrubs
Studying the habits and control of two insects injurious to trees
Taking a census of wild flowers
Finding and destroying nests of tent caterpillars
Finding out how to recognize fruit trees by their bloom
Planning a garden design
Starting the plants for this design indoors
Planning a border along the side of the school yard
Planting perennials, trees and shrubs and annual plants in the border
Transplanting suitable shrubs or trees from forests to the school yard
Studying the life history of the hepatica
Identification of common butterflies and moths
Observing the life history of mosquitoes in a pail of ditch water
Demonstrating the control of mosquitoes by kerosene
Maintaining a cold frame at the school or home
Finding out the names, habits and uses of some common climbing plants
Recognition of common vegetable seeds
Planting of a vegetable garden and caring for it
Planting some flowering "bulbs" such as dahlias, gladioli, etc.
Arranging for the Summer care of the school garden and grounds

ARITHMETIC

Aim of the Course

The aim of the course in Arithmetic for the elementary grades is to help the child to understand the value of number in the ordinary affairs of life, to provide him with training in the use of number for his own practical purposes, and to form the foundation upon which his subsequent mathematical experience will be built. The course includes a knowledge, adequate for the child's immediate needs, of our system of notation and numeration for integral and fractional numbers, a high degree of skill and accuracy in the application of the four fundamental processes to the solution of problems arising from the child's activities and social contacts, and a familiarity with the meaning and use of the units of measure employed in ordinary life.

The teacher must aim, also, to enlarge the child's natural interest in number, to give him a feeling of confidence in his ability to make use of it, and to develop a habit of accurate work.

Interest

Contrary to popular belief, most children are naturally interested in number. Loss of interest is usually the result of failure to adjust the work to the mental maturity of the learner. Interest is maintained by relating it to the child's own experiences and as far as possible to his own needs.

The teaching of new facts and mechanical processes should be presented in problem situations which require the new combination or process for their solution. These problem situations should be such that their reality is felt by the child, and *not* problems having only adult application. This presentation should aim to create a "felt need" and to give the child a sense of purpose for the learning of the new fact or skill.

The best experience in arithmetic is probably that which results from solving problems arising out of real situations in the lives of the children. The activities engaged in by the children, in the classroom, on the playing field, and at home, will furnish many genuine problems, and full use should be made of them. Children are certain to be interested in solving their own problems; and such problems independently solved are a valuable means of establishing a continuing interest in the subject.

Confidence

Confidence grows out of repeated success; and while the tasks required should be of sufficient difficulty to challenge the pupil's best effort, they should be so fitted to his capacity that failure is unlikely and unexpected. Long practice in doing successfully small sums and easy problems develops a comfortable feeling toward working with numbers, and this comfortable feeling is the pupil's best assurance that he will later be prepared successfully to apply arithmetical ideas and processes to the situations of real life.

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Accuracy

It is highly important that children be trained from the beginning to be satisfied only with accurate work. To this end, a thorough mastery of the "combinations" and of the fundamental processes is essential. To secure this mastery, "drill" and practice are required. To be effective, drill must be purposeful, and the desire to improve must be shared by the children. Practice periods should be short and frequent. Only such computations should be used as the children are likely to need. A desirable attitude towards accuracy is fostered by avoiding with young children the use of computations in which, because of their immaturity, they almost inevitably make errors.

A large proportion of the practice in arithmetic should be "mental," i.e., done without pen or pencil. For brisk drills in specific habits and for practice in solving a wide variety of problems, mental arithmetic has many advantages over written. Children should be so accustomed to this mental work that in making the calculations required in the activities of the school and the home, they will seldom have recourse to the use of pen or pencil. Even in the more formal work of the arithmetic class they should be encouraged to make easy computations mentally.

In all written work, exactness, neatness and orderliness must be insisted upon. Children should not be allowed to make their calculations in slovenly fashion on "scribbling" paper which is thrown away, and then record the results in neat "statements," for inspection. Apart from the moral question involved, such training is inimical to real progress in arithmetic. Clear thinking is essential in arithmetic and the habitual use of an orderly

arrangement of written work, whether in a formal "solution" or a series of careful computations makes for clear thinking. Whatever written statements are used should accurately express the pupil's thought.

Finally, children should be trained from the beginning to check their work.

Diagnosis of Difficulties and Remedial Teaching

Arithmetic is a sequential subject. Its difficulties are cumulative. A pupil in an early grade who fails to understand some phase of the work becomes more and more confused as he proceeds, unless his difficulties are cleared up. It is therefore necessary to make sure that prerequisite topics and processes are understood before proceeding to new work. Every teacher should have an intimate knowledge of the processes and topics of the previous grades, and should accept the responsibility of seeing that pupils understand what precedes, before new work is undertaken. Pupil weaknesses can be detected by making a detailed analysis of the steps in an operation and testing the pupil in these steps; and by studying the pupil's habits of work and types of errors, to gain insight into the mental processes of the child. Failure to comprehend the language in which problems are couched is a frequent source of difficulty. When weaknesses are discovered and their nature is determined, explanation of the difficulty should be given, and suitable practice material provided to correct the weaknesses.

The course of study has been planned for children of ordinary ability and can probably be covered by them without undue pressure in the time proposed.

Grade Placement and Order of Topics

The grade placement of the various topics of the course has been determined by the published results of research in this field and by the experience of competent and thoughtful teachers of arithmetic. In each phase of the work the child is led through successive grades to a mastery of the required skills, each grade providing in any skill the training appropriate to the child's

needs, interests and experiences at that particular stage of his growth. Thus the arrangement of the course is vertical rather than horizontal.

The order in which the various phases of the work are listed in the Programme does not indicate the order in which they will appear in the classroom. The topics as listed indicate rather the accomplishment that may reasonably be expected of the majority of the children in each grade. It must be recognized, however, that there is no set time or grade level at which *every* child can be expected to develop the ability to solve a given type of problem, or to master a process. Children of advanced social or mental maturity will gain an insight into a particular mathematical situation before other children, who are less mature. In any particular grade it should be possible to arrange that children who are able to do so may proceed to the work of the grade above, while the less able pupils may be working at the level of the grade below. This may mean that in a given classroom a large group may be following the work as outlined in the course, a small group may be working beyond the limits as set down for the grade, while a third group may be following, at least in part, the outline of the grade below. The provision of text books for each grade makes it possible for the teacher so to plan her teaching that children may advance at their own rate of speed.

Use of Text Books

The work as set forth in the authorized text books, *Junior Arithmetics*, is arranged in an order which has been found economical of time and which is in accord with the available evidence regarding the development of mathematical ability in children. The teacher will find that practice material and exercises in addition to those found in the text books will probably have to be provided for most children. The text books indicate the type of material that has been found to be most suitable for children of the various grade levels. In providing such additional exercises, it will be borne in mind that unwieldy numbers and involved problems should be rigidly excluded.

GRADE I**Informal Experiences with Number**

Arising from classroom situations

Growing out of enterprises and activities of the class

Our Number System**Whole Numbers**

Development of number concepts

Use of number pictures

Counting objects, etc., to 20

Rote counting to 100

Counting by 2's to 20

Counting by 10's to 100

Writing numbers in figures to 10

Recognition of numbers to 100

Meaning of ordinals, first to fifth

Fractions

Meaning of one-half (no numerical form)

The Fundamental Operations

Addition and subtraction facts to 10

Discovered by repeated experience with objects

Counting objects by 2's to 20

Grouping objects (10 or fewer) in 2's

Measurement

Meaning and use of terms

Relating to size

Big, bigger, biggest, short, long, etc.

Relating to position

Under, over, around, first, last, next, etc.

Relating to form

Line, point, square, round, straight, etc.

Relating to quantity

Many, more, most, some, few, etc.

Relating to time

Morning, afternoon, night, yesterday, etc.

Coins—cent, five cents, ten cents

(Making change not required.)

Stamps—one cent, two cent, three cent

Problems**Oral problems in story form**

Related to experiences of children in the classroom

Arising from activities and enterprises

Involving counting

Involving comparison of size and quantities

Involving addition and subtraction within the limits of 10

Solved objectively

GRADE II**Our Number System****Whole Numbers**

Counting continued and extended beyond 100

Counting by 100's to 1,000

Counting by 2's, 10's, 5's, 4's

Counting backwards by 1's, 10's, 2's, 5's

Reading of numbers to 1,000

Writing of numbers in figures to 100

Meaning of ordinals to tenth

Fractions

Meaning of one-half, one-quarter (no numerical form)

The Fundamental Operations

Mastery of addition and subtraction facts to 10

Extensions in higher decades of facts to 10

Single column addition limited to 5 digits

Addition of two-digit numbers, no carrying

Limited to three addends

Subtraction of two-digit numbers, no borrowing or carrying

Meaning and use of terms

Add, subtract, sum, answer

No formal definitions

Grouping objects (20 or fewer) in 2's and 3's

Simple oral problems

Measurement

Meaning and use of terms relating to size, quantity, etc.
Measuring with the inch, the foot, the pint, the quart
 Relationships discovered by actual experience
 Simple oral problems
Familiarity with Canadian coins
 Relationships learned by experiences
 Purchasing power of each
 Making change—using known facts
Meaning and use of “hour,” “day,” “week”
Telling time to five minute intervals
Reading Roman Numerals to XII

Problems

Based on children's actual experiences
Involving counting and the reading of numbers
Oral one-step problems in addition and subtraction
Written one-step problems
 Formal “solutions” not required
Training in problem-solving
 Reading the problem
 Noting what is to be found
 Deciding whether to add or to subtract
 Verifying the result

GRADE III**Our Number System**

Whole Numbers
 Hindu-Arabic numerals to 10,000
 Reading and writing in figures
 Place-value of units, tens, hundreds, thousands
 Roman numerals
 Reading and writing to XX
Fractions
 Meaning and expression of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$
 Concrete treatment

The Fundamental Operations**Addition**

- Diagnosis of individual weaknesses in facts to 10
 - Individual corrective teaching where necessary
- Facts of numbers 11 to 18
- Extensions in higher decades
- Single column addition
 - Limited to 6 addends
- Addition of two-figure numbers with carrying
 - Limited to 4 addends
- Addition of three-figure numbers
 - Without gaps—with gaps
 - Limited to 3 addends
- Meaning and use of terms
 - Column, zero, carry, carrying
 - Plus, the sign $+$
 - No formal definitions
- Canadian Money
 - Limited to 3 digits
- Checking
 - By adding *down*

Subtraction

- Diagnosis of individual weaknesses in facts to 10
 - Individual corrective teaching where necessary
- Combinations of numbers 11–18
 - Taught in connection with addition facts
- Subtracting two- and three-digit numbers
 - Without borrowing or carrying
 - With borrowing or carrying
- Careful treatment of zero difficulties
- Meaning and use of terms
 - Less, remainder, borrow, borrowing
 - Minus, the sign $-$
- Checking—
 - By adding remainder and subtrahend

Multiplication

Counting by 2's, 3's, 4's, 5's to 50

The 2, 3, 4 and 5 times tables

Multiplying two- and three-digit numbers by 2, 3, 4, 5

Meaning and use of terms

Multiplication, multiply, times

Sign " \times " read as "times" or "multiplied by"

Checking

By reworking

Measurement

Units of length

Measuring and estimating

In inches, in feet, in inches and half-inches, in feet and inches

Meaning of "yard"

Relation of yards, feet and inches

Measuring in yards, in yards and feet

Easy oral reductions in yards and feet

Meaning of terms—height, depth, thickness, breadth

Liquid Measure

Measuring and estimating

In half-pints, in pints, in quarts, in quarts and pints

Meaning of "gallon"

Relationship of pint, quart, gallon

Easy oral reductions in gallons and quarts, quarts and pints

Units of time

Month, minute

Relationship of minute, hour; hour, day; day, week; week, month

No reductions

Telling time to nearest five-minute division

Units of money

Work of Grade II extended to include dollars

Reading and writing of amounts of money

In cents (65c. or 65 cents)

In dollars (\$2 or \$2.00)

In dollars and cents (\$3.45)

In cents expressed as dollars (\$.45)

Meaning of terms

Pair, dozen, half-dozen, score

Square, triangle, half-circle

Simple oral problems

Problems

One-step, oral and written

Generous practice in oral solution

Formal "solutions" not required

Solved mentally when possible

Training in problem-solving

Reading the problem

Determining what is to be found

Selecting the necessary data

Deciding whether to add, subtract or multiply

Verifying the result

GRADE IV

Our Number System

Whole Numbers

Hindu-Arabic numerals to 5 digits

Reading and writing in figures

Place-value extended to ten-thousands

Roman numerals

Reading and writing to XXX

Fractions

Meaning and expression of $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$

In relation to an object, a small group, denominate numbers

The Fundamental Operations

Addition

Diagnosis of individual weaknesses

In basic addition facts

In higher decade extensions

Arranging in columns

Ability to carry

Dealing with zero

Individual remedial treatment

Single column addition, total not to exceed 100

Addition of two-digit numbers

Limited to 5 addends

Addition of three-digit numbers

Limited to 4 addends

Adding Canadian money to \$10.00

Oral problems

Checking by adding *down*

Subtraction

Diagnosis of individual weaknesses

In basic facts

Understanding the borrowing or carrying process

Difficulties with zero

Subtracting four-digit numbers

Borrowing or carrying in one column

In two consecutive columns

In two columns not consecutive

In three columns

Zero difficulties and empty spaces

Subtracting Canadian money, amounts less than \$10.00

Checking by adding remainder and subtrahend

Multiplication

Diagnosis of individual weaknesses

2, 3, 4 and 5 times tables

Carrying

Individual corrective treatment

Tables—6 times to 10 times

Multiplying two- and three-digit numbers

By single digits to 9

By 10—short method

By two-digit multipliers

Without and with zero difficulties

Meaning of “multiplier”

Multiplying Canadian money by one-figure multipliers

Product not in excess of \$100

Checking by reworking

Division

Meaning of process

Division facts

Division of two- and three-digit numbers

One-digit divisor

Meaning of terms

Division, divide, divided by, divisor

Dividend, quotient, remainder

Sign \div read as "divided by"

Dividing dollars and cents

By one-figure divisor

Dividend not to exceed \$10.00

Checking by multiplication

Measurement

Measuring and estimating

Inches, feet, yards

Pints, quarts, gallons

Their relationships

Abbreviations

Meaning of pound, ounce

Actual experience in weighing

Estimating weights

Checking by weighing

Articles purchased by the ounce, the pound, for the home

Reduction of pounds, or pounds and ounces to ounces

Units of time

Relationships of seconds, minutes, hours, days, weeks, years

Organization in table form

Abbreviations

Number of days in each month

Telling time to nearest minute

Meaning and use of terms

Leap year, a.m., p.m., noon, midnight

Reading the thermometer

Meaning of temperature, degree, freezing point, boiling point, zero

Canadian money

Reading and writing in figures of amounts to \$100

Making change from amounts up to \$5.00

Simple stories of the origin of our units of measure

Problems

- Oral problems using one operation
 - Oral problems requiring two operations when one step is a simple reduction
 - Written one- and two-step problems
 - Arising out of ordinary child-life situations
 - Solved in oral statements
 - Calculations performed mentally when possible
 - Training in problem-solving
 - Reading the problem
 - Determining what is to be found
 - Selecting or calculating the necessary data
 - Deciding on the process
 - Verifying the result
-

GRADE V**Our Number System****Whole Numbers**

- Hindu-Arabic numerals to 6 digits
 - Reading and writing in figures
 - Place-value extended to hundred-thousands
- Roman numerals
 - Interpretation to C

Fractions

- Meaning and use of $\frac{2}{3}$, $\frac{3}{4}$, $\frac{2}{5}$, $\frac{3}{5}$, $\frac{4}{5}$, $\frac{5}{6}$, $\frac{3}{8}$, $\frac{5}{8}$, $\frac{7}{8}$
- Equivalent fractions up to eighths
- Stories of the growth of our number system

The Fundamental Operations**With Whole Numbers****Addition**

- Study of individual weaknesses
 - In basic addition facts
 - In higher decade extensions
- Arrangement in neat columns
- Ability to carry
- Dealing with zero
 - Remedial treatment as required

Column addition of three- and four-digit numbers

Limited to 5 addends

Without gaps, with gaps

Adding Canadian money

Checking by adding *down*

Subtraction

Study of individual weaknesses

In basic facts

In understanding the borrowing or carrying process

Difficulties with zero

Subtracting five- and six-digit numbers

Borrowing or carrying in 4 consecutive columns

In 3 columns, not consecutive

Zero difficulties and empty spaces

Checking by adding remainder and subtrahend

Multiplication

Study of individual weaknesses

In tables

In carrying

Difficulties with zero

Remedial teaching as required

Multiplying three-digit numbers by three-digit multiplier

Without and with zero difficulties

Checking by reworking

Division

Study of individual difficulties

In division facts

In steps of the process

With zeros

Dividing by one digit divisor using long form

Dividing by two-digit divisors

Dividend not exceeding five digits

Checking by multiplication

With Fractions

Addition and subtraction of common fractions

With like denominators

With one fraction to be changed

Sum of fractions less than unity

Sum of fractions unity or greater

Changing to mixed number

Finding a fraction of a number (small, commonly used fractions only)

Measurement

Measuring and estimating, using known units

Oral problems involving measurement

The mile in actual experiences

Relationship of inches, feet, yards, miles

Organization in table form

Abbreviations

The rod, meaning and use

Relationship to mile, yard

Use in reductions not required

The peck, the bushel, meaning and use

Relationship of pints, quarts, gallons, pecks, bushels

Organization in table form

Abbreviations

The ton, the hundredweight—as items of information

Relationship of ounces, pounds, hundredweight, tons

Organization in table form

Abbreviations

Reading the thermometer

Use of units of time

Simple stories of origin of our units of measure

Problems

Oral and written one- and two-step problems

Arising out of ordinary life situations

Logical oral explanations of solution

Written solutions in simplest possible form

Expressing accurate thought

Neat, orderly arrangement of written work

Calculations performed mentally when possible

Training in problem-solving

Reading the problem

Determining what is to be found

Deciding what data is necessary

Selecting or calculating the necessary data

Deciding on the process

Verifying the result

GRADE VI**Our Number System****Whole Numbers**

Reading and writing in figures of large numbers

As required in work of other subjects

Place-value extended to millions

Use of commas in marking off large numbers

Interpretation of Roman Numerals

As found on corner stones, title pages of books, etc.

Stories of growth of our number system

Introduction into Europe, supplanting Roman system, etc.

Common Fractions

Meaning and use of fractions in common use

Inches as twelfths of a foot

Ounces as sixteenths of a pound

Tenths, hundredths, thousandths

Decimal Fractions

Reading and writing of decimals to three places

A new method of writing known fractions

Decimal equivalents: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{5}$, $\frac{4}{5}$

NOTE: A ruler graduated in eighths along one edge and in tenths along the other is recommended

Meaning of terms

Decimal point, decimal place

Oral problems

The Fundamental Operations**With Whole Numbers**

Diagnosis of individual weaknesses in the four fundamental operations

Remedial instruction where necessary

Practice in addition, subtraction and multiplication

Examples such as occur in ordinary life

Unwieldy numbers avoided

High degree of accuracy required (90%–100%)

Division by three-digit divisors

Expression of remainder as a quotient in fractional form

With Common Fractions

Addition and subtraction

Common denominator found by inspection

Oral problems

Finding fractional parts of a whole number

Finding what fraction one whole number is of another

With Decimal Fractions

Addition and subtraction to three places

Measurement

Measuring and estimating with known units

Meaning of square inch, square foot, square yard

Actual experience in measuring

Surfaces available in classroom

Extensive use of cardboard square inch, square foot

Estimating areas—checking by measuring

Shortcut to finding area discovered

Finding area, dimensions in same denomination

Meaning and use of square rod, acre, square mile

As items of information—reductions not required

Relationships between units of area

Abbreviations

English money

As items of information

Relationship of English coins to Canadian coins

Abbreviations

Stories of origin of units of measure

Problems

Practical one-, two-, and three-step problems

Based on real life situations

Related to children's needs and experiences

Emphasis on oral solution of problems

With and without computations

Written solutions to be orderly and intelligible

In simplest possible form

Type "solutions" to be avoided

Use of problems made or suggested by pupils

Arising from classroom activities, games, home-life experiences, etc.

Keeping of children's cash accounts

Showing sums received and spent

Understanding bills made and receipted by grocer, etc.

Training in problem-solving

Interpreting the problem

Determining what data are necessary

Finding the necessary data

In the problem as stated

In previous problems

In reference tables

From other sources

Estimating the reasonableness of the answer

Verifying the result

Arithmetical recreations—mental “nuts to crack”

One or two on a side blackboard each week

Solution to be voluntary

Explanation on Friday by anyone who can

MUSIC

Importance of Music in the Elementary School

1. Music enjoys a long established place in the education of children. It shares with gymnastics in contributing to the development of what Plato¹ called "eurythmia" and valued highly because, though expressed in physical terms, spiritual elements of deep importance were implicated in it and it was likely to run out into many expressions of a man's nature in his work. For the same reason the Hadow Report refers to music as "one of the indispensable elements of the elementary school curriculum."²

Like the other arts, music is an expression of deep-seated instincts in human nature. Its appeal is no doubt fundamentally to the feelings and emotions; but it has its intellectual side also and this is of no small importance. A training which includes rhythmic expression, the correct and pleasing use of the voice in singing, the concerted rendering of music that is in itself worth while, and the appreciation of some of the works of great musicians, can do much for the individual and for society in general.

The importance of good music teaching in the early stages cannot be too strongly urged. The facts of daily life do not form a corrective to poor teaching in music, as in some other branches of the curriculum, and unskilled teaching in the early stages may quite easily blunt the musical sense which most children possess, thereby making it much more difficult both for the pupil and the teacher in the later stages. It is generally agreed that if a child in the early stages learns a considerable number of songs of a simple character, he has more chance of developing the musical sense. These songs should be chosen carefully. A song is not necessarily good or even appropriate for children because it is childish. Good clear melody and good poetry are the essentials.

For the development of a sound melodic taste, the use of national and folk songs is strongly recommended. The melodic

¹"Republic." Book III (Davies and Vaughan's Translation, p. 97.)

²The Primary School, p. 99.

directness of the songs makes an instant appeal to the child, and forms an instinctive and never-failing criterion in after life. The aim should be to learn a great number of these songs, rather than to practise a few with a view to finished performance, though breadth of treatment, intelligent phrasing, and undisturbed rhythm must be secured. The more simply they are sung the better the effect will be.

The educative value of music has often been overlooked in the past. It has sometimes been regarded as a soft relaxation. Its spiritual and mental stimulus has not been adequately appreciated. If taught on sound lines it should react upon the whole work of the school. In no subject is concentration more necessary; in no subject is there so much scope for the disciplined and corporate expression of the emotions; in no subject is there such an opportunity for generous response to be made to the appeal of the teacher.

Teachers who are unable, by defect of nature or of training, to teach music successfully should make some arrangement whereby the children learn at least to sing. In large urban schools the problem is not acute. In isolated one-roomed schools an itinerant music teacher may be employed, who visits each of several schools once or twice a week. The Department of Education has prepared a pamphlet, "Music in Rural Schools," which will be of great assistance to those teachers who do not feel competent to give their pupils the benefits of training in music.

Supplementary Reading

Among the books in the school library should be a few that contain stories about music and music-makers. They should, of course, be small books, written for children and, if possible, illustrated. Lovely legends about music and interesting facts about great composers and musical artists should be familiar to every child. Some of this information will no doubt be given by the teacher, but it is better far that the children should find it for themselves in books, such as "Joyous Stories from Music's Wonderland."

Learning to Listen

An important phase of the music course in every school is learning to listen to good music. As Dr. Bridges has said in what

is, perhaps, the most important educational treatise written since Wordsworth's Prelude, "There is nought in all his nurture of more intrinsic need than is the food of Beauty."¹ Of all the various manifestations of beauty in nature and art none is more universal in its appeal and refining in its influence than is music. The school which has a piano, *properly tuned*, and a teacher musically gifted, can give its pupils an adequate training in listening. Other schools not so fortunate, can give to the children a rich diet of "the food of Beauty" by the use of a good phonograph and suitable recordings. For the guidance of those concerned a carefully selected list of records is provided.

Creative Activity

In music, as in other forms of expression, the children should have opportunities for creative work and their efforts to create should be appreciated and encouraged. Very young children can improvise rhythmic movement in response to lovely melodies and often exhibit a natural grace and simple symmetry quite as pleasing as the more formal responses learned in class. Young children, too, after a few weeks of voice training, can suggest simple exercises in tone and time which may be just as useful as the regular exercises and certainly more appealing to the children. Indeed as the children progress through the grades many of them will improvise simple melodies, which the discerning teacher will record and use as occasion may offer.

Perhaps the most interesting and practical form of creative work in music is in the making of musical instruments. Even the younger children can make some of the instruments for their rhythm bands and toy orchestras. Older children can, and do, make surprisingly good pipes (soprano, tenor and alto), piccolos, flutes, panpipes, and even violins. Detailed instructions and stimulating suggestions in reference to such enterprises are to be found in "The Pipers' Guild Handbook."

It might be possible for children to entertain their parents by singing songs of which they have composed both words and music, supported by an orchestra playing instruments they themselves have made. Such an enterprise would do much to make a community music conscious.

¹Bridges: "Testament of Beauty," IV, 643.

GRADE I

Singing

Rote songs—at least 40 should be learned
Elimination of monotones begun

Rhythmic Response

Controlled rhythmic movement to music
Walking, Marching, Stepping
Running, Skipping, Jumping
Swaying, Rocking, Gliding
Free rhythmic movement to music
Listening to what the music says
Expression in bodily movements
Action songs and singing games
Rhythm Band
Simple dances

Learning to Listen

Songs for children
Descriptive music
Voices of the orchestra
Quiet listening

GRADE II

Singing

Rote songs—at least 40 should be learned during the year
Elimination of monotones completed
Use of the staff begun in the second term
Known songs sung with the staff on the blackboard
Practice on the diatonic scale
Unison and individual singing of the scale
Intervals occurring in songs
Explanation of staff as required for Grade I songs
Practice in reading simple phrases from staff
Practice in writing on the staff
On the blackboard and on books

New songs taught by *rote*

The staff on the blackboard—Third term

Singing from the blackboard easy sight phrases in syllables

The first note should be given

Simple explanation of staff notation

Incidental and informal

Rhythmic Response

Controlled rhythmic movement

Continuation of activities suggested for Grade I

Free rhythmic movement as suggested for Grade I

More interesting results expected

Action songs and singing games

Rhythm Band

Simple Dances

Learning to Listen

Descriptive music

Voices of the orchestra

Quiet listening

GRADE III

Singing

Songs—at least 40 should be learned during the year

Encouragement of individual work

Use of a song book begun

Should contain many songs already learned

First songs “read” from book should be known songs

New songs still taught by *rote* with the staff on the board

Practice in use of the staff

Reading familiar phrases and new phrases

Writing on the blackboard or work-book staff

Practice on the diatonic scale

Intervals as required in songs

New songs taught from the book—Second term

Taught by rote—children “reading” as they sing

“Reading” should be gradual, incidental, inductive and voluntary—no forcing

Rhythmic Response

Rhythmic movements as in Grade I
 Rhythm band
 Toy orchestra
 Simple dances

Learning to Listen

Descriptive music
 Voices of the orchestra
 Quiet listening

GRADE IV**Singing**

Songs—at least 30 should be learned during the year
 Sung from the book usually
 Difficult phrases sung from the blackboard
 Frequent use of syllables and time names
 Rounds—occasional use
 Learned by rote—sung softly
 Practice on the staff
 Reading and writing familiar phrases
 Singing at sight new phrases—given the first note
 Writing easy phrases sung to syllables
 Position of *doh* to be given
 Sight singing of songs—second term
 “Reading” still incidental to *singing*
 Position and sound of *doh* to be given
 Meaning of key signature, etc., explained *informally*
 Practice on the diatonic scale
 Intervals as required in songs
 Constant effort to secure light clear tones

Rhythmic Response

Singing games
 Easy folk dances

Listening

Descriptive music
 Recognition of instruments
 Quiet listening

GRADE V**Singing**

Songs—at least 30 should be learned during the year

National songs—folk songs, etc., as needed

Taught by rote when the notation is too difficult

Some of the songs should be the minor mode

Two-part songs—at least 10 should be learned

Each part taught as a sight song

Key note or first note to be given by the teacher

“Reading” as an aid to singing

Practice on the staff

Reading and writing short phrases

Singing at sight new phrases—given first note

Writing phrases as sung—given position of *doh*

Technicalities of notation explained as met

Familiarity with such to be a gradual growth

Isolated drill on such matters to be avoided

Practice on scales

Intervals and tone groups as met in songs

Introduction of the sharpened fourth when met in song

Rhythmic Response

Singing games

Easy folk dances

Listening

Descriptive music

Recognition of instruments

Quiet listening

GRADE VI**Singing**

Songs—at least 30 should be learned during the year

National songs—folk songs, etc., as needed

Art songs if feasible

Some songs to be in the minor mode

Two-part songs—at least 20

Key note or first note in each part to be given

“Reading” as an aid to the singing

Three part songs in the third term—optional

Practice on the staff

Singing from the staff at sight—given first note

Writing phrases sung by teacher—given position of *doh*

Singing and writing of harmonies

Terms, signs, etc., explained as met

Children to become familiar with such things by
meeting them and using them

Practice on scales

Intervals and tone groups as required

Use of the sharpened fourth and flattened seventh

These practices should never be random, but always
related to the songs being sung

Rhythmic Response

Singing games

Easy folk dances

Listening

Descriptive music

Recognition of instruments

Quiet listening

ART

Purpose of the Course

1. The term "Art" as used in this curriculum has special reference to those forms of artistic expression frequently designated as "graphic," "plastic" and "industrial" arts. This restricted use of the word is not meant to imply that the principles underlying their school treatment are fundamentally different from those that underlie the arts of language or music. The difference lies rather in the media used, and the distinction is made largely for convenience.

As in language and music, the school curriculum in art should recognize the importance of both appreciation and creation. Appreciation of the beautiful is partly emotional and partly intellectual, and the school should provide experience in and training for both these phases of appreciation. Creation in the realm of art is emotional, intellectual, and physical; since the forms of beauty which the child attempts to create with pencil, brush, or knife have been forefashioned in the mind in response to an emotional experience. For all three phases of such creative effort the curriculum should provide opportunity and training.

The purpose of the experiences and activities in art should, then, be to develop in the children the power to see and enjoy the beautiful in nature and in art, and to cultivate in the children the ability by drawing, modelling, and constructing to express more and more successfully *their own* ideas.

Correlated Activities

Art should not be thought of in terms of one or two "lessons" a week. Drawing, modelling, or constructive work should be a phase of much of the work in English, Social Studies, Health, and Natural Science, as well as being inspired by the life of the child in the home, the school, and the community. The interest of young children in drawing and in making things displays all the characteristics of an instinctive urge, and some part of every day might well be devoted to this form of activity.

Encouraging Creative Activity

Technical instruction to increase the child's ability to express his ideas should be given in response to a felt need on the part of a child, and should not be given before there is such need. The child who knows there is "something wrong" with his work is ready to profit by instruction that would be worse than wasted on those who neither need nor desire it.

Every effort should be made to encourage the child in his art experiences and activities to select, observe, and record *for himself*, and to avoid reducing him to the position of merely doing what he is told. The sense of beauty and the desire and ability to express it are not likely to be developed by the dictation exercises sometimes called art lessons.

The child's spontaneous efforts should always be accepted, and in appraising them the teacher should not be influenced by any preconceived notion as to the type of work children at any given stage should produce. It is, however, astonishing how good are the results achieved by ordinary children when given freedom to express their own ideas in their own way.

While it is desirable that children should have experience in all the various forms of art work, it is not to be expected that all will become proficient in any one form or that any will become proficient in all forms. It will probably be found that some children find their best mode of expression in drawing, some in carving, some in modelling, and some in construction. It is by no means necessary that all the children of a class should be working on the same subject or with the same medium at the same time.

Cultivating a Love of Beauty

The creation of beauty by the child is a corollary of his experience of beauty in nature and in art. No opportunity, therefore, should be missed to direct the attention of children to forms of beauty all around them. The landscape, the sunset sky, the clouds, the trees shrubs and vines, the flowers, the birds and butterflies, each may be to the child a thing of beauty. Not alone in the works of the great Master Artist but in those of His disciples is beauty to be discerned. In paintings and sculpture,

in architecture, in lettering, in stained glass windows, in rugs and fabrics, in china and glassware, and in the common things of everyday life, the child may have an experience of beauty that will be reflected in his own attempt to fashion something beautiful.

In attempting to lead children into such experiences the teacher must walk warily. A simple but sincere comment, a gesture of silent admiration, an evident but unspoken enjoyment of the beautiful, may so profoundly affect a child that "a primrose by the river's brim" will thereafter be to him very much more than a yellow primrose.

Much may be done to cultivate the children's love of effective colour combination, just proportions, and pleasing arrangement by the silent but powerful influence of the room in which they live. The walls and ceiling should be harmoniously coloured, the furnishing of the room should be properly arranged, illustrative materials and displays of pupils' work should be carefully placed, pictures should be hung with care, and the appearance of the room as a whole definitely though unobtrusively artistic.

"Picture appreciation" requires a knowledge of standards of beauty, of principles of design, colour, and tonal values. For this reason formal "picture study" should not be included in the course for the elementary grades. Pupils in these grades should, however, be brought into contact with the best available reproductions of some of the world's great pictures. These must, however, be chosen on the basis of the appeal of the subject, which should come within the interests and experiences of the children. Good examples of modern pictures should be included. The pictures should be hung so that pupils can examine them with ease and comfort. Pupils might also be encouraged to make collections of pictures which appeal to them, and these should be suitably mounted and preserved.

GRADES I, II, III**Creative Expression**

Illustrative of the children's own experiences

Suggested by stories, nursery rhymes, etc.

Inspired by work in Social Studies, etc.

Carried out in various media

Drawing

Use of soft media

Coloured chalk

Crayons

Charcoal

Pastels

Soft Pencils

Use of large surfaces

Large sheets of drawing paper

Remnants of wall-paper

Wrapping paper

Newsprint

Modelling

Plasticine

Flour and salt mixture

Paper pulp

Clay (Grade III)

Making Three-dimensional Pictures

Sand table representations

Peep shows

Weaving

Use of coarse materials

Use of simple frames

Made by older pupils

Construction

Use of paper

Use of light cardboard

Technical Instruction

Related to creative activity

Given as needed by the child

Preparation of materials

Mixing of colours
Representing objects of different sizes
Indicating distance of objects by size of drawing
Use of converging lines for a horizontal plane to distinguish it from a vertical plane
Use of action lines in figure drawing

GRADES IV, V, VI

Creative Expression

Illustrative of the children's own experiences
Inspired by the work in English, Science, etc.
Expression of the children's own ideas
Done in various forms

Drawing

Use of soft media
Coloured chalk
Pastels
Charcoal
Soft pencils

Use of large surfaces
Drawing paper
Building paper
Wall-paper
Wrapping paper
Newsprint

Picture making

Use of opaque colours
Tempera, alabastine, calcimine
Use of clear water colours

Pen and ink drawings

Modelling

Plasticene
Salt and flour mixture
Modelling clay
Paper pulp

Carving

In soap

In soft woods

Design

Making original designs for decoration

Lino Cutting

Book plates, Christmas cards, etc.

Construction

Making objects for real purposes

Use of paper, cardboard and thin woods

Lettering

Freehand lettering on maps, posters, etc.

Sewing

Making articles for children's own use

Making simple gifts

Making costumes for plays

Knitting

Making useful articles

Using large needles

Weaving

Using simple frames or looms

May be made by the older pupils

Technical Instruction

Related to an activity in progress

Given only in response to a felt need

Preparation of materials

Mixing of colours

Methods of using various media

Use of washes

Use of a fixative

Mounting of finished work

Methods of indicating distance

Converging lines

Relative size

Amount of detail

Variation in colour intensity

Experiences leading to an understanding of

Balance, Proportion, Colour Harmony

LIST OF BOOKS¹

GENERAL

Psychology

- Myers: Toward Mental Health in School. University of Toronto Press.—1.50.
Griffin et al: Mental Hygiene, A Manual for Teachers. Gage.—1.90.
Pressey: Psychology and the New Education. Musson.—2.75.
Hughes and Hughes: Learning and Teaching. Longmans.—2.50.

Curriculum

- Board of Education: The Primary School. H. M. Stationery Office (Dawson).—65.
Norton & Norton: The Foundations of Curriculum Building. Ginn.—3.50.
Kilpatrick: Remaking the Curriculum. Clarke, Irwin.—90.

Teaching

- Board of Education: Handbook of Suggestions for Teachers. H. M. Stationery Office (Dawson).—65.
Macomber: Guiding Child Development in the Elementary School. Gage.—2.75.
Hubbs: Seasonal Activities for Primary Grades. Ryerson.—1.25.
Russell: The Child and His Pencil. Nelson.—1.00.
Dickie: The Enterprise in Theory and Practice. Gage.—2.00.
Hockett and Jacobsen: Modern Practices in the Elementary School. Ginn.—3.00.
Murray & Bathurst: Creative Ways for Children's Programs. Gage.—2.70.
Boyce: Infant School Activities. Copp Clark.—1.95.
Simon: Preface to Teaching. Clarke, Irwin.—1.50.
Putman: Fifty Years at School. Clarke, Irwin.—.75.
Stothers: Classroom Records. Gage.—1.00.
Greene and Jorgensen: Use and Interpretation of Elementary School Tests. Longmans, Green.—4.50.

Periodicals (Pupil)

- Jack and Jill. Dawson.—2.00.
Wee Wisdom. Dawson.—1.00.
Child Life. Dawson.—2.50.

Periodicals (Teacher)

- Pictorial Education. Moyer.—4.00.
The School (Elementary Edition), Ontario College of Education, Toronto.—1.50.
Good Health. The Watchman Press, Oshawa.—1.50.
Canadian Red Cross Junior. Canadian Red Cross, Toronto.—.50.
Canadian Nature. Whittemore Publishing Co.—2.00.
Child Education. Dawson.—5.00.

¹The books listed herein have been selected from among a large number submitted by various publishing houses. The lists are arranged in the order of preference, text, format and price having been taken into consideration. It is hoped that school boards, in purchasing books for their schools, may find these lists a useful guide. It is to be understood, however, that school boards are free to purchase books not listed if recommended by the teacher or inspector.

HEALTH**Health Readers—Grades I, II, III:**

- Towse et al: Health Stories I, II, III. Gage.—.70, .80, .88.
 Andress et al: Safe and Healthy Living Series, I, II, III. Ginn.—.75, .85, .90
 Buckley et al: The Road to Safety, A, B, C. Gage.—.20, .65, .70.
 Roberts: Safety Town Stories. Ryerson.—.85.
 Charters et al: All Through the Day, Through the Year, Health Secrets.
 Macmillan.—.70, .75, .80.
 Phair et al: The Joy Family. Copp Clark.—.55.

Health Readers—Grades IV, V, VI

- Andress et al: Safe and Healthy Living Series, IV, V, VI. Ginn.—.90, .90, .95.
 Buckley et al: The Road to Safety, D, E, F. Gage.—.80, .80, .84.
 Charters et al: Healthful Ways, Let's Be Healthy, Habits Healthful and
 Safe.—Macmillan.—.80; .85; .85.
 Wood et al: Adventures in Living, I, II, III. Nelson.—.80, .90, .90.
 Phair et al: Health-Happiness-Success Series, IV, V, VI. Ryerson.—
 .85 each.

Books for the Teacher—Health

- Department of Education: Handbook on Health. Ryerson.—.75.
 Board of Education: Handbook of Suggestions on Health Education.
 His Majesty's Stationery Office, London (Dawson).—.35.
 Department of Agriculture, Ottawa: Noon Lunch Bulletin.

Books for the Teacher—Physical Activities

- Bartlett: Junior Athletics. Clarke, Irwin.—1.00.
 Syllabus of Physical Training for Schools. His Majesty's Stationery
 Office, London. Copp Clark, Dawson.—.75.
 Neilson and Van Hagen: Physical Education for Elementary Schools.
 Barnes.—Geo. M. Hendry Co., Limited.—2.40.
 Brandreth: The Canadian Book of Games. Ryerson.—1.50.
 Salinger: Keep Fit Singing Games. Dent.—.85.
 Bancroft: Games. Macmillan.—3.00.
 Kirk: Rhythmic Games and Dances. Longmans.—1.25.
 Laing: Rhythmics and Simple Dances.—1.20—Macmillan.

ENGLISH**Pre-Primers**

- Pathways to Reading: Baby, Sally and Joe. Gage-Nelson.—.20.
 Elson Basic: Dick and Jane; More Dick and Jane Stories. Gage-Nelson.—
 .16, .20.
 We Look and See; We Work and Play; We Come and Go. Gage.—.25,
 .25, .30.
 Easy Growth in Reading; Mac and Muff; Going to School; The Twins.
 Winston.—.32, .28, .28.
 Progress in Reading; Fun with Polly Parrot. Ginn.—.25.
 Alice and Jerry Books: Rides and Slides; Here and There. Copp Clark.—
 .28 each.
 The New Work-Play Books: Beginning Days, Off We Go, Now We Go
 Again. Macmillan.—.25 each.
 Child Development Readers: Everyday Doings; Who Knows. Renouf.—
 .31 each.
 Children's Bookshelf: Come With Me; Let's Play. Ginn.—.25, .25.
 Children's Own Readers: Frolic and Do-Funny; Fun for Four. Ginn.—
 .20, .25.

Companion Series: Playing with Pets. Ginn.—.20.
 Guidance in Reading: Nip and Tuck, Nip and Tuck at Play. Ryerson.—.30, .35.
 Happy Road to Reading: Little Friends. Gage.—.20.
 Ayer: All Day Long. Nelson.—.35.
 Winston Readers: Tots and Toys. Winston.—.24.
 Wilson: We Are Seven. Clarke, Irwin.—.25.

Primers:

Pathways to Reading: Home and Round About. Gage-Nelson.—.40.
 Elson Basic Primer. Gage-Nelson.—.60.
 Fun with Dick and Jane. Gage.—.64.
 Alice and Jerry Books: Day In and Day Out. Copp Clark.—.84.
 Easy Growth Series: At Play; Fun in Story. Winston.—Each .72.
 The New Work-Play Books: Jim and Judy. Macmillan.—.85.
 Good Companion Books: Nick and Dick. Macmillan.—.70.
 Democracy Readers: School Friends. Macmillan.—.85.
 Guidance in Reading: Bob and Judy. Ryerson.—.80.
 Canadian Children's Own Readers: Friends. Ginn.—.55.
 Progress in Reading: We Live on a Farm. Ginn.—.75.
 Children's Bookshelf: Play Days; A Book of Fun. Ginn.—.80, .90.
 Do and Learn: Boys and Girls at School. Gage.—.48.
 Happy Road to Reading: Little Friends at School. Gage.—.75.
 Treasury Readers: Jerry and Jane. Ryerson-Macmillan.—.40.
 Lost and Found. Nelson.—1.50.
 Child Development Readers: Everyday Fun. Renouf.—.66.
 Read Another Story. Renouf.—.83.
 Our Book World: Playing Days. Longmans.—.79.
 Long, Long Ago. Renouf.—1.05.
 Boyle: A Mary, John and Peter Workbook. Dent.—.28.
 Griffin: Primary Workbook for Mary, John and Peter. Gage.—.25.
 Billy and Frisky Stories (several titles). Renouf.—.22 each

Grade I Readers

Pathways to Reading: The Open Door. Gage-Nelson.—.50.
 Elson Basic: Book One. Gage-Nelson.—.64.
 Basic Readers: Our New Friends. Gage.—.80.
 Alice and Jerry Books: Round About; Anything Can Happen. Copp Clark.—.96 each.
 New Work-Play Books: Down our Street. Macmillan.—.95.
 Gates et al: Unit Readers to New Work-Play Books (ten titles), Macmillan, each, .20.
 Easy Growth Series: I Know a Secret; Good Stories. Winston.—.88, .80.
 The Wonder-Story Books: I Know a Story. Copp Clark.—1.00.
 Child Development Readers: Everyday Friends. Renouf.—.70.
 Canadian Children's Own Readers: Book One. Ginn.—.60.
 Good Companions: Our Pets. Clarke, Irwin.—.75.
 Good Companion Books: Fun with Nick and Dick. Macmillan.—.80.
 Guidance in Reading: Good Times Together. Ryerson.—.85.
 Happy Road to Reading: Busy Days with Little Friends. Gage.—.80.
 New Winston: First Reader. Winston.—.68.
 Progress in Reading: We Live in a City. Ginn.—.85.
 Treasury Readers: Book One. Ryerson-Macmillan.—.45.
 Children's Bookshelf: Playing Together. Ginn.—.85.
 Reading for Enjoyment, Book One. Clarke, Irwin.—.75.
 Our Book World: Doing Days. Longmans.—.83.

Grade II Readers

- Pathways to Reading: Story Land. Gage-Nelson.—.50.
 Elson Basic Readers: Book II. Gage-Nelson.—.72.
 Alice and Jerry Books: Down the River Road; Through the Green Gate.
 Copp Clark.—.84, 1.00.
 Basic Readers: Friends and Neighbours. Gage.—.90.
 Children's Bookshelf: Munching Peter. Ginn.—.90.
 New Work-Play Books: We Grow Up. Macmillan.—1.00.
 Gates et al: Unit Readers to New Work-Play Books (six titles). Mac-
 millan.—.20 each.
 Easy Growth Series: Along The Way, The Story Road. Winston,—
 .96, .88.
 Guidance in Reading: Friends About Us. Ryerson.—1.05.
 Reading for Enjoyment, Book II. Clarke, Irwin.—.90.
 The Wonder Story Books: It Happened One Day. Copp Clark.—1.05.
 Canadian Children's Own Readers: Book II. Ginn.—.65.
 Good Companion Books: The Story Book of Nick and Dick. Mac-
 millan.—.90.
 Happy Road to Reading: Outdoors and In. Gage.—.88.
 Progress in Reading: Making New Friends. Ginn.—.90.
 New English Readers: Around and About. Clarke, Irwin.—.50.
 Treasury Readers. Book II. Ryerson-Macmillan.—.50.
 Romance of Reading: Fairy Fun. Clarke, Irwin.—.40.
 Reading for Action: Another Story Please. Nelson.—.55.

Grade III Readers

- Boyle: The Twins in Bookland. Copp Clark.—.60.
 Elson Basic: Grade III. Gage.—.80.
 Good Companion Books: Caravan of Nick and Dick. Macmillan.—1.00.
 Alice and Jerry Books: If I Were Going. Copp Clark.—1.10.
 New Work-Play Books: Wide Wings. Macmillan.—1.10.
 Gates et al: Unit Readers to New Work-Play Books (seven titles). Mac-
 millan.—.20 each.
 Easy Growth Series: Faraway Ports, Enchanting Stories. Winston.—
 1.00, .96.
 Basic Readers: Streets and Roads. Gage.—1.00.
 Grannan: Just Mary. Gage.—.60.
 Reading for Enjoyment, Book III. Clarke, Irwin.—.90.
 The Wonder Story Books: After the Sun Sets. Copp Clark.—1.10.
 Reading for Action: A Book for a Nook. Nelson.—.65.
 Milne: Winnie the Pooh; The House at Pooh Corner. McClelland and
 Stewart.—1.25 each.
 Canadian Children's Own Readers: Book III. Ginn.—.70.
 Progress in Reading: Peoples and Places.—.95.
 Garden of Literature: Second Book. Collins.—.50.
 Happy Road to Reading: Now and Long Ago. Gage.—.95.
 Guidance in Reading: Neighbours and Helpers. Ryerson.—1.10.
 New English Readers: Once Upon a Time. Clarke, Irwin.—.50.
 Romance of Reading: Merry Moments. Clarke, Irwin.—.50.
 Treasury Readers: Book III. Ryerson-Macmillan.—.55.
 Far Horizons: The King's Wish. Dent.—.78.
 The Great Idea and Other Stories. Ginn.—1.00.
 The Drama Highway, Book I. Dent.—.40.

Grade IV Readers

- Alice and Jerry Books: Singing Wheels. Copp Clark.—1.25.
Highroads to Reading: Book IV. Gage-Nelson.—.50.
Reading for Action: The Ever-Ever Land. Nelson.—.70.
Romance of Reading: Happy Hours. Clarke, Irwin.—.55.
Guidance in Reading: Then and Now. Ryerson.—1.15.
New Work-Play Books: Let's Look Around. Macmillan.—1.15.
Treasury Readers: Book IV. Ryerson-Macmillan.—.60.
Hahn: Exploring New Fields. Renouf.—1.00.
Work-Play Books: Magic Hours. Macmillan.—1.00.
The Elephant's Friend and Other Stories. Ginn.—1.00.
Garden of Literature: Third Book. Collins.—.50.
Reading for Enjoyment: Book IV. Clarke, Irwin.—1.00.
Far Horizons: Enchanted Paths. Dent.—.78.
Progress in Reading: More Adventures. Ginn.—1.00.
The Drama Highway, Book 2. Dent.—.45.

Grade V Readers

- Highroads to Reading: Book V. Gage-Nelson.—.55.
Work-Play Books: Pleasant Lands. Macmillan.—1.10.
New Work-Play Books: Let's Travel On. Macmillan.—1.40.
Happy Road to Reading: Here and Far Away. Gage.—1.25.
Reading for Action: Talk of Many Things. Nelson.—.75.
Garden of Literature: Fourth Book. Collins.—.60.
Child Development Readers: Tales and Travel. Renouf.—1.05.
Real Life Stories: Open Spaces. Macmillan.—1.00.
Guidance in Reading: Widening Trails. Ryerson.—1.20.
Reading for Enjoyment: Book V. Clarke, Irwin.—1.00.
The Adventure of Reading: Crock of Gold. Macmillan.—.75.
Far Horizons: Ships of Araby. Dent.—.86.
The Drama Highway, Book 3. Dent.—.50.

Grade VI Readers

- Highroads to Reading: Book VI. Gage-Nelson.—.60.
New Work-Play Books: Let's Go Ahead. Macmillan.—1.50.
Best Short Stories for Boys and Girls: Second and Third Collections, each, 1.15; Fourth Collection, 1.40. Copp Clark.
Real Life Stories: Heroic Deeds. Macmillan.—1.00.
Happy Road to Reading: Pages of Adventure. Gage.—1.40.
Child Development Readers: Highways and Byways. Renouf.—1.10.
Guidance in Reading: Roads of Progress. Ryerson.—1.25.
Barbour: Old English Tales Retold. Macmillan.—1.30.
Power: Stories from Everywhere. Dent.—1.50.
Kipling: Animal Stories. Macmillan.—2.00.
Reading for Action: Samples. Nelson.—.85.
Work-Play Books: Golden Leaves. Macmillan.—1.10.
The Adventure of Reading: Cargoes and Cruises. Macmillan.—.85.
Far Horizons: Hearts High. Dent.—.86.
Reading for Enjoyment: Book VI. Clarke, Irwin.—1.00.
The Silver Torch Series (Many Titles). Collins.—.35 each,

Poetry Books—Grades I, II, III

- Fyleman: Here We Come A-Piping, Books I and II. McClelland & Stewart.—.90 each.
 Milne: When We Were Very Young; Now We Are Six. McClelland and Stewart.—1.25 each.
 Bradshaw: Poetry for Every Month. Gage.—.25.
 Crossland: Stardust and Silver. Ryerson.—.45.
 Glover: The Verse Time Book (Pink, White, Red, Green). Moyer.—.35 each.
 Wilson: Ring-a-Ring; Echoes; Poets Calling. Nelson.—.25, .30, .30.
 Moore: Poems of To-day, Book I. McLeod-Nelson.—.39.

Poetry Books, Grades IV, V, VI

- De La Mare: Peacock Pie. Macmillan.—2.00.
 Hufford and Carlisle: My Poetry Book. Winston.—2.50.
 Untermeyer: This Singing World. McLeod-Nelson.—3.75.
 Crossland: Narrative Poetry. Ryerson.—.45.
 Glover: The Verse Time Book (Blue, Yellow, Violet, Orange). Moyer.—.35 each.
 Thompson: Silver Pennies. Macmillan.—1.00.
 Wilson: Words with Wings. Nelson.—.40.

Dictionaries—Pupils

- Dictionary for Canadian Schools. Winston.—.68
 Highroads Dictionary. Nelson.—.50.
 Thorndike Junior Century Dictionary. Gage.—1.45.
 A Picture Dictionary for Children. McLeod-Nelson.—.75.

Dictionaries—Teachers

- Annandale: Large Type Concise English Dictionary. Ryerson.—2.65.
 Fowler: Concise Oxford Dictionary. Clarke, Irwin.—2.50.

Books for the Teacher—Reading—Grades I, II, III

- Told Under the Green Umbrella. Macmillan.—2.25.
 Gray: Guidebook for the Pre-Primer Programme. Gage.—.30.
 Gray and Liek: Teachers' Guide Books for the Elson-Gray Basic Readers. Gage.—.20 each.
 Gates and Ayer: Manuals for the New Work-Play Books. Macmillan.—.45 each.
 Storm and Smith: Reading Activities in the Primary Grades (Revised) Ginn.—2.60.
 Huber: Story and Verse for Children. Macmillan.—3.50.
 MacDougall: The Real Mother Goose. Ryerson.—1.00.

Books for the Teacher—Reading IV, V, VI

- Russell: The Child and His Pencil. Nelson.—1.00.
 Russell et al: Reading Aids Through the Grades, Bureau of Publications, Teachers' College.—.75.
 Swann: Trippingly on the Tongue. Macmillan.—.20.
 Newton: Unit Plan for Choral Reading. Copp Clark.—2.00.
 Bennett: Adventures in Words, I, II, III, IV. Clarke, Irwin.—.18, .20, .20, .25.
 Following New Trails, Reaching Our Goals. Ginn.—1.15, 1.25.
 Huber: Story and Verse for Children. Macmillan.—3.00.
 Witty et al: Reading and the Educative Process. Ginn.—3.00.

Books for the Teacher—Language I, II, III

- Brown and Butterfield: The Teaching of Language in the Primary Grades. Macmillan.—1.50.
 Hatfield et al: English Activities, Grade III. Gage.—.65.
 Bardwell et al: Making Plans. Copp Clark.—.45.
 Polkinghorne: Language and Speech Training Stories. Clarke, Irwin.—1.25.
 Steel and Mustard: The King's English, Books I and II. Copp Clark.—.35 each.
 Trabue and Goodrich: To-day's English, III. Clarke, Irwin.—.80.
 Polkinghorne: English of Your Daily Life, Books I and II. Longmans.—.50 each.
 Houghton: Language Games. Macmillan.—.75.
 Quance: Canadian Speller Teacher's Manual. Gage.—.50.
 English for Children. Gage.—2.20.
 Neville et al: Fun with English. Gage.—.88.

Books for the Teacher—Language—Grades IV, V, VI

- Hatfield et al: English Activities, IV, V, VI. Gage.—.65 each.
 Dickie: The Junior Language Book, A, B and C. Gage.—.40 each.
 Trabue and Goodrich: To-day's English, IV, V, VI. Clarke, Irwin.—.80 each.
 Bardwell et al: Sharing Interests; Exchanging Thoughts; Expressing Ideas. Copp Clark.—.45 each.
 English Experience, Series IV, V, VI. .88 each.
 Steel and Mustard: The King's English, Books III and IV. Copp Clark.—.35 each.
 Quance: Teacher's Manual, The Canadian Speller. Gage.—.50.
 Drury: Verse Composition for Children. Clarke, Irwin.—.75.
 Storey: The Way to Good Speech. Nelson.—.85.
 McKee: Language in the Elementary School. Renouf.—2.47.
 Ballard: Teaching and Testing English. Clarke, Irwin.—1.50.

Writing

- Conard and Stothers: How to Teach Print Writing (Primary Grades). Teacher's Guide. Gage.—.40.
 Savage: Manuscript Writing Made Easy, Books One, Two and Teacher's Manual. Copp Clark.—.15 each.
 Griffiths: Manuscript Writing. Moyer.—.50.
 Conard Print Writing Standards, Pencil Forms, Pen Forms. Gage.—.30 each.
 Raw: Modern Script for Schools. Clarke, Irwin.—1.75.

SOCIAL STUDIES**Home and Family**

- Hanna: Peter's Family. Gage.—.65.
 Smith: Tom's Trip; At Home and Away. Gage.—.20, .70.
 Pease: Clothes, Food, Houses, Heat and Light. McLeod-Nelson.—.39 each.
 Ringer: New Citizenship Readers—A Happy Day, David and Joan. Longmans.—.25 and .71.
 Schenk: Happy Times with Jack and Jane Series. Ryerson.—Nos. 1-3, .35; No. 4, .40.
 Lincoln School: Picture Script Series. Copp Clark.—.16 each.
 Hardy, Hecox: Good Companions, Helpers. Clarke, Irwin.—.75.
 Carter: Character Building Series. Macmillan.—2.50.

Town and Country

- Hanna: Susan's Neighbors, David's Friends at School. Gage.—.90, .80.
 Hanna et al: Centreville. Gage.—1.00.
 Perkins: The Farm Twins. Renouf.—1.00.
 Beatty: Story Pictures Series. Ryerson—.90 each.
 Smith: In City and Country, .75; Round About You, .85. Gage.
 Unit Activity Pamphlets (50 titles). Gage.—.15 each.
 Hardy, Hecox: Good Companions, Comrades, Neighbors. Clarke, Irwin.—.85, .95.
 Smith et al: The World Around Us. Gage.—.90.
 Oleson: Shadybrook Farm. McLeod-Nelson.—.39.
 Miller: To Market We Go, Dean and Don at the Dairy, Jimmy the Groceryman. Renouf.—.74 each.

Children of Other Lands

- Stothers and Rupert: Little Journeys Abroad. Ryerson.—.60.
 Wilson: Ways of Living in Many Lands. Gage.—1.25.
 New World Neighbours: Kimbi, Indian of the Jungle; Around the Caribbean. Copp Clark.—.45 each.
 Gordon and Loftus: Knowing the Netherlands. Gage.—.80.
 Alice and Jerry Books: If I Were Going. Copp Clark—1.05.
 Hahn: Neighbours Near and Far. Renouf.—.80.
 Journeys by Land and Sea. Gage.—.50.
 Hardingham: Over Land and Sea, Round the Globe. Nelson.—.65 each.
 Johnson: Jean and Jerry's Vacation. Gage.—.80.
 Hedrick and Van Noy: Kites and Kimonos. Macmillan.—.95.
 Potter: The Wooden Bear. Copp Clark.—.16.
 Perkins: Twin Series (Dutch, Italian, Japanese, Chinese, Mexican, Scotch, Norwegian, Belgian, Irish, Swiss, French). Renouf.—1.00 each.
 Carpenter: Our Little Friends Series (China, Norway, Holland, Switzerland). Gage.—.88 each.
 Dainty Tales of Other Lands (16 titles). Collins.—.20 each.
 Eldridge: Yen-Foh. McLeod.—1.50.
 Flack: The Story about Ping. Macmillan.—1.25.
 Perdue: Child Life in Other Lands. Clarke, Irwin.—1.10.
 Deming: The Indians in Winter Camp. Clarke, Irwin.—.90.
 Brandeis: Swiss Wood Carver, The Little Mexican Donkey Boy. McLeod-Nelson.—.75 each.
 De Leeuw: Dina and Betsy. Macmillan.—1.25.

Contemporary Primitive Children

- Hanna et al: Without Machinery. Gage.—1.00.
 Rugg and Krueger: Nature Peoples (Bushman, Ona Indian, Eskimo, Papuan, Baganda, Tibetan, Arab). Ginn.—1.00.
 Eskridge: Umi, The Hawaiian Boy. Winston.—2.25.
 Sperry: One Day with Jambi in Sumatra; One Day with Manu (Coral Island); One Day with Tuktu, an Eskimo Boy. Winston.—2.25 each.
 Perkins: The Eskimo Twins. Renouf.—1.00.
 Fraser: Life in Early Days. Copp Clark.—.65.
 Leigh: On Top of the World. Musson.—.65.
 Carpenter: Our Little Friends of the Arabian Desert; Our Little Friends of Eskimo Land. Gage.—.88 each.
 Smith et al: Distant Doorways. Gage.—1.30.

- Waddell and Perry: Long Ago (American Indian). Macmillan.—1.00.
 Horniblow and Sullivan: The March of Time, Books I and II. Macmillan.—.65, .70.
 Deming: Red People of the Wooded Country. Clarke, Irwin.—1.00.
 Hobbs: The Little Kaffir and A Small Piccaninny; Goro, the Yellow Boy of Japan, and Chang, the Yellow Boy of China; Zara, the Brown Girl of Ceylon, and Ali, the Boy Who Lived in a Tent; Red Feather and Goonack, the Little Eskimo Girl. Pitman.—.15 each.

Stories of the Beginning of Social Living

- Barker et al: The Story of Earliest Times. Copp Clark.—1.15.
 Walsh and Stumpf: Our World has Changed. Ryerson.—.65.
 McGuire: The Past Lives Again. Macmillan.—1.50.
 Wilson et al: Where Our Ways of Living Come From. Gage.—1.40.
 West: In the Wilderness. Macmillan.—.15.
 Wedgewood et al: Founders of Cities. Longmans.—.55.
 Firth: Children of Athens, London and Rome. Ginn.—.45.
 Searle: In the Far-Off Days. Macmillan.—.55.
 Hancock: The Way to Egypt. Nelson.—.65.
 Gere: Once Upon a Time in Egypt. Longmans.—2.00.
 Wells: How the Present Came From the Past, I, II. Macmillan.—1.00, 1.15.
 Power: The Kingsway Histories for Juniors, Book One—From Early Days to Norman Times. Dent.—.75.
 Nida: Inventions and Discoveries of Ancient Times; Taming the Animals; Dan-Hur and the First Farmers. Clarke, Irwin.—1.00; 1.00; 1.00.
 The Children's Book of Norse Tales. Clarke, Irwin.—.45.
 Davies: Children of the Dawn; People of Early Times. Clarke, Irwin.—.70, .90.
 Smith et al: On the Long Road. Gage.—1.30.
 Gilchrist et al: Rolling Along. Longmans.—1.25.

Bible Stories

- Petersham: Joseph, Ruth, Moses, David. Winston.—1.05 each.
 Moore: First Bible Stories. Nelson.—.75.
 McArdle: Stories of Long Ago. Nelson.—.75.
 Smither: Jesus and the Children. Nelson.—.75.
 Hurlbut: Bible Stories Everyone Should Know. Winston.—1.08.
 Nairne: Little Children's Bible. Macmillan.—1.25.
 Wilson: Through the Bible (Teacher's Book). Collins.—2.00.

Discovery and Exploration

- Brown and Blanchard: New Worlds for Old. Ryerson.—.70.
 Boog et al: Beyond the Sunset; West of the Moon. Clarke, Irwin.—.65, .75.
 McGuire: America Then and Now. Macmillan.—1.50.
 Ford: Story of Francis Drake. Clarke, Irwin.—.35.
 Kent: He Went with Marco Polo; He Went with Vasco da Gama. Renouf.—2.20 each.
 Keltie and Gilmour: Adventures of Exploration, I, II, III, IV, V. Moyer.—.55, .60, .65, .70, .75.
 Bagley: To Far Cathay (Marco Polo). Nelson.—.65.
 Lynch: Henry the Navigator. Nelson.—.65.
 Ker and Cleaver: Heroes of Exploration. Ryerson.—.85.
 Wilson: The Story of Cortes. Nelson.—.45.
 Stefansson and Schwartz: Northward Ho! Macmillan.—1.00.

- Stephen: Class Room Plays from Canadian History. Dent.—.45.
 Gilbert: The Conquerors of Peru; The Conquerors of Mexico. Clarke, Irwin.—1.25 each.
 Smyth: A Book of Famous Pirates. Nelson.—.50.

Exploration in North America

- Guillet: Pathfinders of North America. Macmillan.—1.25.
 Stothers and Armitage: West by South. Ryerson.—.75.
 Moore and McEwen: Picture History of Canada. Nelson.—2.00.
 French: Famous Canadian Stories. McClelland and Stewart.—1.50.
 Dickie: The Book of Boys and Girls Around the World. Dent.—1.00.
 Miller: The World's Great Adventure. Winston.—1.25.
 Barnard et al: How the Old World Found the New. Ginn.—1.00.
 Field: Finding the New World. Ginn.—1.30.
 Jeanneret: From Cartier to Champlain. Copp Clark.—.15.

Town and Country—Teacher

- McConnel: Living in Country and City. Gage.—1.05.
 Smith: Home Folks. Winston.—1.32.
 Informative Classroom Picture Series—the Farm. Moyer.—2.50.

Children of Other Lands—Teacher

- Burton Holmes Travel Stories: Mexico, Egypt, China, Japan. Nelson.—\$2.00 each.
 Stuart: The Book of Other Lands. Clarke, Irwin.—2.25.
 Atwood and Thomas: Home Life in Far Away Lands. Ginn.—1.15.
 Informative Classroom Picture Series—Indian Life; Christmas in Many Lands. Moyer.—2.50 each.
 Olcott: The World's Children (Norway, Holland, Sweden, Switzerland) Gage.—1.00 each.

Growth of Social Living—Teacher

- Hartman: The World We Live In and How It came To Be. Macmillan.—2.00.
 McGuire: The Past Lives Again. Macmillan.—1.50.
 Barker et al: The Story of Earliest Times. Copp Clark.—1.15.
 Bruner Smith: Social Studies, Books One, Two and Three. Clarke, Irwin.—1.25, 1.40, 1.60.
 Van Loon: The Story of Mankind. Longmans.—.39.
 Dopp: The Tree Dwellers; The Early Cave-Men; The Later Cave-Men; The Early Sea People; The Early Farmers. Gage.—.90, .95, .95, 1.05, 1.05.
 Nida and Adams: Man the Nature Tamer. Clarke, Irwin.
 Mainwaring: Man and His World. Moyer—1.15.
 Kummer: The First Days of History; The First Days of Man. McClelland and Stewart.—2.35 each.
 Coffman: Child's Story of the Human Race. Dodd Mead.—2.50.
 Baikie: The Ancient East and Its Story. Nelson.—3.25.
 Informative Classroom Picture Series: Early Civilization; Knighthood. Moyer.—2.50 each.
 Growing Up From Nothing (Free to subscribers of The School).
 Through the Ages to Primitive Man (34 pictures). Royal Ontario Museum.—.55.

Discovery and Exploration—Teacher

- Synge: A Book of Discovery. Nelson.—3.25.
 Cottler & Jaffe: Map Makers. Ryerson.—1.10.

- Brendon: Great Navigators and Discoverers. Clarke, Irwin.—.90.
 Bridges: The Book of Discovery. Clarke, Irwin.—.75.
 Evans: South with Scott. Collins.—.50.
 Kent: He Went with Marco Polo; He Went with Vasco da Gama. Renouf.—2.20 each.
 Archer: Stories of Exploration and Discovery. Macmillan.—.90.
 Parkman: Pioneers of France in the New World; La Salle and the Discovery of the Great West. McClelland and Stewart.—4.00 each.
 Burpee: How Canada Was Revealed.
 Outhwaite: Unrolling the Map. McClelland and Stewart.—4.75.
 Hill: In Little America with Byrd. Ginn.—1.15.
 Yates: The Story of Vasco da Gama; Captain Cook's Voyages; the Story of Magellan. Dent.—.30 each.
 Lynch: Christopher Columbus. Nelson.—.65.
 Golding: The Story of David Livingstone. Nelson.—.45.
 Karr: Explorers, Soldiers, Statesmen. Dent.—.60.

Atlases

- Social Studies Atlas. Gage.—.30.
 Canadian School Atlas. Dent.—.65.

NATURAL SCIENCE

Science Readers—Grades I, II, III:

- Beauchamp et al: Science Stories, I, II, III. Gage.—.70, .80, .88.
 Frasier, et al: The Scientific Living Series, I, II, III. Dent.—.60, .84, .98.
 Craig et al: New Pathways in Science. Primer, I, II, III. Ginn.—.80, .85, .90, .95.
 Moore and McKone: Nature Activity Readers, I, II, III. Ryerson.—.70; .75; .85.
 Park: Pets are Fun. Renouf.—.74.

Science Readers—Grades IV, V, VI

- Beauchamp et al: Discovering Our World, Books I, II and III. Gage.—.95, 1.05, 1.10.
 Huntington: Let's Go Outdoors. McClelland and Stewart.—2.35.
 Malkin: A Story Book of Nature, Cycles A, B, C. Gage.—.50 each.
 Frasier et al: The Scientific Living Series, IV, V, VI. Dent.—1.20, 1.35, 1.60.
 Craig et al: New Pathways in Science, IV, V, VI. Ginn.—1.00, 1.10, 1.10.
 Petersham: The Story Books of Wheat, Transportation, Houses, Wheels, Food, Clothes, Ships, Coal, Aircraft, Trains, Oil, Corn, Rice, Sugar, Gold, Iron, Rayon, Cotton, Silk, Wool. Winston.—.72 each.
 Miller: Peter's Adventures in the Out-of-Doors. Ryerson.—.95.
 Donohue: Atlantic Clipper. Clarke, Irwin.—.50.

Animal Books—Grades IV, V, VI

- Gall and Crew: Flat Tail; Ringtail; Wagtail; The Little Black Ant. Clarke, Irwin.—1.50, 1.25, 1.25, 1.50.
 King: Peter and the Frog's Eye. McLeod-Nelson.—1.39.
 Salten: Perri. The Story of a Squirrel. McClelland and Stewart.—2.00.
 Salten: Bambi. Longmans, Green.—.39.
 Bowen: Mr. Quill's Animal Shop. Nelson.—1.00.
 Bronson: The Wonder World of Ants. McLeod-Nelson.—2.00.
 Powers: The World of Insects. Moyer.—1.15.
 Masters: The Pet Club. Copp Clark.—1.00.

Cowering: Real Girls and Boys Go Birding. Longmans.—3.00.
 Maeterlinck: The Children's Life of the Bee. Nelson.—1.65.
 Cory: Wild Life Ways. Clarke, Irwin.—1.25.
 Marsh: With the Birds. Dent.—.75.

Science Books for the Teacher

Partridge: Natural Science, A Seasonal Programme. The School.—.50.
 Morris: Our Wild Flowers. Clarke, Irwin.—.10.
 Pieper and Beauchamp: Everyday Problems in Science. Gage.—1.75.
 Taverner: Canadian Land Birds. Musson.—2.50.
 Mann et al: Out-of-Doors. Clarke, Irwin.—1.25.
 Trafton: Nature Study and Science. Macmillan.—1.40.
 King: Wild Flowers at a Glance. Ryerson.—.35.
 Unit Study Books: Pets at School, Birds and Their Babies, Indoor Gardens, etc. Moyer.—.17 each.

ARITHMETIC

Supplementary Books

Number Stories, Books I and II. Gage.—.70, .80.
 Study Arithmetic, Grades III, IV, V, VI. Gage.—.76 each.
 Child Life Arithmetic, Grades III, IV, V, VI. Ryerson.—.85 each.
 Arithmetic for Everyday Use, Grades III, IV, V, VI. Winston.—.60 each.
 New Trend Arithmetic, Grades III, IV, V, VI. Clarke, Irwin.—.90 each.
 Harvey and Farrell: Numberland (Grade I). Gage.—.30.
 Merton: Everyday Number Book, Grade II. Winston.—.48.
 Number Highways, 3, 4, 5, 6. Clarke, Irwin.—.60 each.
 Jolly Number Tales (Books I and II). Ginn.—.80, .90.

Books for the Teacher

Morton: Teaching Arithmetic in the Elementary School, Books I, II. Gage.—2.75, 3.15.
 Studebaker et al: Teacher's Handbook of Primary Arithmetic. Gage.—.72.
 Davis et al: Oral Mathematics. Dent.—1.20.
 Story of Numbers; Story of Weights and Measures; Story of Our Calendar. American Council of Education.—.10 each.
 Smith: Number Stories of Long Ago. Ginn.—.80

MUSIC

Song Books—Grades I, II, III

Dann: First Year Music. Gage.—.90.
 Moore: The Nursery Song Book. Clarke, Irwin.—1.50.
 Burke: Scissors and Songs. Parts I and II. Thompson.—.50 each.
 Burke: Songs and Silhouettes. Thompson.—1.00.
 Collier and Hardy: Singing Hour, I, II, III. Ryerson.—1.25.
 Buck: Oxford Nursery Song Book. Clarke, Irwin.—.75.
 Whittaker et al: Sixty Songs for Little Children. Clarke, Irwin.—.75.
 Kent: Sing a Song of Canada. Nelson.—.60.
 Buckley: Songs of Weeny Gopher. Macmillan.—.65.

Song Books—Grades IV, V, VI

Dann, Foresman, Fenwick: High Road of Song, Book I and Book II. Gage.—.40 each.
 The Silver Book of Songs. Thompson. Melody edition—.35; Piano edition—1.25.

- MacMahon: New National and Folk Song Book. Nelson. Vocal Parts edition—.65; Vocal and Piano edition—2.00.
 Song Book for Ontario Schools. Clarke, Irwin. Melody edition—.55; Piano edition—2.00.
 Buckley: Songs of Weeny Gopher. Macmillan.—.65.

Music Readers

- Hill: The Singing Period, Books I, II, III, IV. Waterloo.—.25 each.
 Accompaniments for Books I, III. Waterloo.—.40 each.
 Marshall: The New Canadian Song Series, Books I, II, III. Copp Clark.—.15 each.
 Book of Accompaniments. Thompson.—.35.
 McConathy et al: The Music Hour, Books I and II. Gage.—.75, .80 each.

Singing Games and Rhythmic Response

- Charman et al: The Rhythm Hour, Book I. Ryerson.—.75.
 Kirk: Rhythmic Games and Dances. Longmans.—1.25.
 Ahrens: Mother Goose Rhymes in Rhythm. Piano Accompaniment. Waterloo.—1.25.
 Dickson, Baggs: Waterloo Rhythm Band Method. Waterloo.—1.00.
 Tobitt: Whirling Maiden, A Collection of Singing Games. Clarke, Irwin.—.20.

Supplementary Readers

- Jones: Joyous Stories from Music's Wonderland, First Series, Macmillan.—.30; Second Series, Macmillan.—.45.
 Kinscella Readers, Grades II, III, IV, V, VI. Copp Clark.—.89, .90, 1.00, 1.15, 1.15.
 Musical Playlets for Special Occasions, Eight Titles (On Christmas Eve, The Nativity Story, A Toy Pageant, The Little New Year, Unexpected Guests, The Wishing Leaf, Midsummer Night, St. Valentine's Picture Book). Gage.—.10 each.

Books for the Teacher

- Training the Voices of Children and Adolescents. Department of Education, Toronto.—(Free).
 Music in Rural Schools. Department of Education, Toronto.—(Free).
 Introductory Course in Music Appreciation. Department of Education, Toronto.—(Free).
 Music Festivals. Department of Education, Toronto.—(Free).
 Operettas, Music Plays, Cantatas (Lists). Department of Education, Toronto.
 The Piper's Guild Handbook. Anglo-Canadian Music Co., Toronto.—.60.
 Hill: School Music. Waterloo.—1.50.
 Marshall: Pedagogy of School Music. Copp Clark.—.75.
 Hendry: The Listening Hour. Ryerson.—.50.
 Glenn-Lowry: Music Appreciation for Every Child, Primary Grades. Gage.—.95.
 Shaw: What We Hear in Music. R.C.A. Victor Co.—\$3.00.

ART**Books for the Children**

Art Stories, Books I, II, III (Manual for Teachers). Gage.—.80, .90, 1.00.
 Holme: The Children's Art Book. Clarke, Irwin.—2.00.

Books for the Teacher—Picture Making

Russell: The Child and His Pencil. Nelson.—1.00.
 Tomlinson: Picture Making by Children. Clarke, Irwin.—3.50.
 Swannel: Paper Silhouettes. Moyer.—1.60.
 Littlejohn: Art in Schools. Clarke, Irwin.—3.00.
 Thach: Finger Painting as a Hobby. Clarke, Irwin.—2.00.
 Tanner: Children's Work in Block Printing. The Dryad Press (Macmillan).—1.20.

Books for the Teacher—Handwork

Horne: The Art Class in Action. Longmans.—1.60.
 Newkirk: Integrated Handwork for Elementary Schools. Gage.—3.70.
 Perry: Art Adventures with Discarded Materials. Clarke, Irwin.—2.50.
 Ackley: How to Make Marionettes. Copp Clark.—.16.
 Green: Puppet Making. Musson.—.35.
 Hoben: The Beginners Puppet Book. Clarke, Irwin.—2.50.
 Hill: Handwork for All Grades. Moyer.—.55.
 Cox: Cut Paper Work. Macmillan.—1.75.
 Petrie: Modelling for Children. The Dryad Press (Macmillan).—45.
 Jordan: The Home Toy Shop. McLeod-Nelson.—2.75.
 Roseaman: Needlework with Raffia, etc. The Dryad Press (Macmillan).—1.20.
 Hacking: Constructive Knitting for Children. The Dryad Press (Macmillan).—75.
 Dryad: Handicraft Leaflets. Macmillan.—.15, .20, .25.
 Cooper: Needlework for Juniors. Renouf.—.90.
 Palmer: Coping Saw Cut-Outs. Gage.—.80.

ADDITIONAL LIST OF BOOKS—GRADES I TO VI

1942

HEALTH

Pupils

Baruch et al: Good Times with Our Friends (Grade I). Gage.—.80.
Turner et al: Growing Up (III); Keeping Safe and Well (IV); Gaining Health (V); Cleanliness and Health Protection (VI). Copp Clark.—.90, .90, .90, .95.

ENGLISH

Pupils

Elson-Gray Revision: More Friends and Neighbours (II); Streets and Roads, More Streets and Roads (III); Times and Places (IV). Gage.—.92, 1.00, 1.00, 1.25.
Laidlaw Basic Readers: Jack and Nancy at Home (Pre-Primer); On the Way to Storyland (Primer); Making Storybook Friends (I); Stories We Like (II); Children Everywhere (III). Clarke, Irwin.—.30, .75, .80, 1.10, 1.20.

Books for the Teacher

Grades I, II, III

Grannan: Just Mary Stories. Gage.—1.00.
Bennett: The First Steps in Speech Training. Dent.—.45.
Lloyd: Our First Speech Book. Nelson.—1.25.
Abney and Miniace: This Way to Better Speech. Gage.—.70.

Grades IV, V, VI

Gathercole: Vitalized English. Grade V. Moyer.—.45.
Griffin: Vitalized English. Grade VI. Moyer.—.45.

SOCIAL STUDIES

Grade II

Wiese: Ootah and his Puppy (Eskimo). Copp Clark.—.50.

Grade III

Elliot: Making Houses. Macmillan.—.15.

Grade IV

Yeaton: Pablo of Mexico. Ryerson.—.38.
Yates: Around the Year in Iceland. Copp Clark.—.50.
Hogner: Children of Mexico. Copp Clark.—.50.
Waddell and Bush: How We Have Conquered Distance. Macmillan.—1.40.
Beaty: Story Pictures of Transportation and Communication. Ryerson.—.95.

Grades V and VI (Teacher)

Informative Classroom Picture Series: Voyage and Discovery. Moyer.—2.50.
Quinn: Picture Map Geography of South America. Longmans, Green.—2.00.
Kates: Minute Stories of Famous Explorers. McLeod-Nelson.—1.98.

NATURAL SCIENCE

Science Readers—Grades IV, V, VI

Barclay: Shining Waters. Nelson.—.85.

Henry: Birds at Home. Clarke, Irwin.—2.00.

Boulton: Travelling with the Birds (Bird migration). Clarke, Irwin.—2.00.

ARITHMETIC

Supplementary Books

Number Readiness Series. Grades III, IV, V, VI. Copp Clark.—1.00 each.

Books for the Teacher

Amoss: Rhythmic Arithmetic in the Primary School. Ryerson.—1.25.

MUSIC

Song Books

Fenwick: Hymns for Schools. Thompson.—.10.

Singing Games and Rhythmic Response

Hughes: Rhythmic Games and Dances. Gage.—1.65.

Tobitt: On Your Toes. Clarke, Irwin.—.25.

ART

Books for the Children—Handwork

Stricker: Projects Through Crafts (Primary). Ryerson.—.50.

Stricker: Projects Through Crafts (Junior). Ryerson.—.55.

McGlashan: Handwork for Infants and Juniors. First Year. Second Year. Dent.—.85, .85.

Books for the Teacher—Handwork

Jagendorf: Penny Puppets, Penny Theatre, and Penny Plays. McClelland and Stewart.—2.65.

TO THE TEACHER: Please paste this sheet in your copy of the Programme of Studies, Grades I to VI, 1941, between pages 146 and 147.

Some of the prices shown in the Book Lists of the 1941 Programme have been changed. Revised prices will be furnished by the publishers on application.

LIST OF RECORDS—VICTOR¹

(Record prices as listed are subject to 20% educational discount.)

Walking—Marching—Stepping

March—Nutcracker Suite (Tschaikowsky).....	8662	\$1.35
Minuet (Boccherini).....	7256	1.35
Marche Militaire (Schubert) and March of the Little Lead Soldiers (Pierné).....	4314	1.00
La Marseillaise and Marche Lorraine (Ganne).....	22053	.75
Amaryllis (air Louis XIII).....	22513	.75
Turkish March (Mozart).....	1193	1.00
Grand March—Aida (Verdi), Pomp and Circumstance.	11885	1.35
Toreador Song (Bizet), Soldiers' Chorus (Gounod)....	20801	.75
Coronation March (Meyerbeer).....	20150	.75
Soldiers' March (Schumann).....	19881	.75
Officer of the Day March.....	19895	.75
Rhythms for Children.....	20162	.75
Rhythm Medleys, Nos. 1 and 2.....	20526	.75
London Bridge, Mulberry Bush, etc.....	20806	.75
The Poppy, Turn Around Me, etc.....	21620	.75
El Capitan March and Lights Out March.....	26290	.75
Washington Post March and Semper Fidelis March...	26291	.75
On the Mall March and American Patrol March.....	26292	.75
Anchors Aweigh March and Our Director March.....	26293	.75

Running

Gavotte (Popper), Legend of the Bells.....	20164	.75
Elfin Dance (Grieg).....	20079	.75
Nigarepolska, Farandole, Hornpipe.....	21685	.75
Turn Around Me, The Poppy, etc.....	21620	.75

Skipping and Jumping

Light Cavalry Overture (Von Suppe).....	20079	.75
Scherzo (Beethoven), Minuet (Paderewski).....	20164	.75
Rhythms for Children Nos. 3 and 4.....	20162	.75
Rhythm Medley No. 1.....	20526	.75
Mulberry Bush, London Bridge, etc.....	20806	.75
Farandole, Hornpipe and Nigarepolska.....	21685	.75
Seven Jumps, Minuet (Don Juan-Mozart).....	21617	.75
Hansel and Gretel and the Poppy.....	21620	.75

¹This list has been made fairly comprehensive so that teachers may have considerable freedom of choice in selecting material for their classes. By the purchase of a few records each year school authorities can soon build up a good library of recorded music. Many of the records are listed for several purposes and it is suggested that these should be purchased first. A minimum list sufficient to introduce the various activities may be had on application to the RCA Victor Company, Ltd., Toronto. The prices shown were quoted on August 26, 1941.

Swaying and Rocking

Drink to Me Only With Thine Eyes.....	24001	1.00
Morning (Grieg).....	19926	.75
Rhythms for Children.....	20162	.75
Kinderpolka and Carrousel.....	20432	.75
Turn Around Me, Hansel and Gretel, etc.....	21620	.75

Imitative Motion

Rhythms for Children.....	20162	.75
Carrousel.....	20432	.75
Rhythm Medleys, Nos. 1 and 2.....	20526	.75
Looby Loo and London Bridge.....	20806	.75

Gliding

Waltzing Doll (Poldini).....	20161	.75
Kinderpolka and Carrousel.....	20432	.75

Musical Games

Officer of the Day March.....	19895	.75
Soldiers' March (Schumann).....	19881	.75
I See You and Dance of Greeting.....	20432	.75
Come Let Us Be Joyful, Broom Dance.....	20448	.75
London Bridge, Mulberry Bush, etc.....	20806	.75

Drills and Dances

Le Secret and Pirouette.....	20416	.75
Dance of Greeting and I See You.....	20432	.75
Bummel Schottische, Broom Dance.....	20448	.75
Klappdans and Shoemaker's Dance.....	20450	.75
Irish Lilt.....	21616	.75
Minuet (Don Juan-Mozart).....	21617	.75
Hansel and Gretel and The Poppy.....	21620	.75
Hornpipe and How D'Ye Do My Partner.....	21685	.75

Singing Games

Dance of Greeting, I See You, Carrousel.....	20432	.75
Broom Dance (German Singing Game).....	20448	.75
Shoemaker's Dance.....	20450	.75
London Bridge, Mulberry Bush, etc.....	20806	.75
Hansel and Gretel and The Poppy.....	21620	.75
How D'Ye Do My Partner.....	21685	.75

NOTE:—Teaching directions are available for the above "Singing Games."

National Folk Dances

English

Shepherd's Hey.....	20641	.75
Black Nag and Sweet Kate.....	20444	.75
Gathering Peascods, Sellinger's Round, etc.....	20445	.75
Jenny Pluck Pears, Rufty Tufty, etc.....	20446	.75

German

Bummel Schottische, Come Let Us Be Joyful	20448	.75
Kinderpolka	20432	.75
Hansel and Gretel	21620	.75

Swedish

Carrousel, I See You	20432	.75
Klappdans	20450	.75
Nigarepolska	21685	.75

Danish

Dance of Greeting	20432	.75
Seven Jumps	21617	.75
Shoemaker's Dance	20450	.75

French

Farandole	21685	.75
Minuet (Don Juan-Mozart)	21617	.75

Irish

Irish Washerwoman }	21616	.75
St. Patrick's Day }		

Czecho-Slovakian:

Turn Around Me	21620	.75
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Scotch

Highland Fling }	21616	.75
Highland Schottische }		

Spanish

La Paloma	20172	.75
El Choclo	21393	.75

Polish

Mate's Waltz }	181203	.75
Happy Hours }		

Scandinavian

Life in the Finland Woods—Waltz }	181456	.75
Joanna—Schottische }		

Pattern Songs

Strawberry Fair, Young Richard, Where Do They Go, Sleep, Baby, Sleep, The Quest (from "New Canadian Song Series")	216588	.75
The Mermaid, The Meeting of the Waters, Golden Slumbers, Busy Bee (from "New Canadian Song Series" and "Singing Period")	216589	.75
Dabbling in the Dew, Gossip Joan, Now is the Month of Maying, Fairy Song, In a Manger, Early One Morning (from "Singing Period")	216590	.75

Canoe Song, Cradle Song, In the Garden I Love, Voyager Song, Mountain Stream, Old Time Christmas (from "Northland Songs").....	216587	.75
Flow Gently Sweet Afton, Sally in Our Alley, Ye Banks and Braes, John Peel, Jock O'Hazeldean, Scots Wha Hae.....	4083	1.00
Drink to Me Only, Believe Me If All Those Endearing Young Charms.....	1238	1.00
Man in the Moon, The Airplane, Pussy Willows, The Dandelions, Autumn Leaves, Bobby Shafto, The Merry Gardener, A Thankful Song, Chinese Vegetable Man, The Goldenrod is Waving, The Elfin Balloon, The Wind, He Didn't Think, The Flowers' Message, Lazy Robin (from "The Silver-Book of Songs").....	24539	.75
Nikolina, John-John-Johnny, Spring Rain, Night and Day, Bed in Summer, Two Songs, Guardian Angels, Golden Slumbers (from "Hollis Dann Song Series").....	4288	1.00
The Three Sailors, Cossack's Lullaby, At Twelve O'clock, An Easter Carol, In My Birch Canoe, Gardens in the Sea, Indian Lullaby, An April Girl, Spring's Messenger, Sleep, Baby, Sleep (from "Hollis Dann Song Series").....	4289	1.00
Under the Stars, I saw Three Ships, Cradle Song, When Mary Lulled Her Babe, Santa Claus Comes, The First Christmas, Silent Night, When Jesus Christ Was Born, Once in Royal David's City (from "Hollis Dann Song Series").....	4290	1.00
Songs for Children, Brahm's Lullaby, etc.....	20737	.75
Cradle Song (Brahms), Snowflakes, Gypsy Fiddler, etc.	4291	1.00
New World Ballads, Part 1 and Part 2 (High School Singers).....	130845	1.00
New World Ballads, Part 3 and Part 4 (High School Singers).....	130846	1.00

Learning to Listen (Grade I)

Songs for children

Winnie-the-Pooh Songs.....	221 to 223	1.15
More Winnie-the-Pooh Songs.....	230 to 232	1.15
Uncle Peter's Nursery Sing Song.....	130833	1.00

Descriptive music

In a Bird Store.....	120874	.75
Flight of the Bumble Bee.....	6579	1.35
March of the Toys (Herbert).....	12592	1.35
Elfin Dance (Grieg).....	20079	.75

Voices of the orchestra

Evening Bells (Kullak).....	20079	.75
Legend of the Bells (Planquette).....	20164	.75
Canzonetta (Gaspari).....	19926	.75
Serenata (Moszkowski).....	20079	.75

Quiet listening

Legend of the Bells (Planquette)	20164	.75
Seraglio (Mozart)	19926	.75
Waltzing Doll (Poldini)	20161	.75
Rhythms for children	20153	.75

Learning to Listen (Grade II)**Descriptive music**

In a Monastery Garden (Ketelbey)	216501	.75
Babes in Toyland (Herbert)	12592	1.35
Dance of the Gnomes (Liszt)	1184	1.00

Voices of the orchestra

Cradle Song (Schubert)	20079	.75
Badinage (Herbert)	20164	.75
Morning (Grieg)	19926	.75
Seraglio (Mozart)	19926	.75

Quiet listening

Melodies for Children, Nos. 1 and 2	20079	.75
Toy Symphony (Haydn)	20215	.75
Sylvia Ballet (Delibes)	11655	1.35
Moment Musical (Schubert)	1312	1.00

Learning to Listen (Grade III)**Descriptive music**

In a Chinese Temple Garden (Ketelbey)	35777	1.00
In a Village Churchyard	120856	.75
Forge in the Forest	19879	.75

Voices of the orchestra

Canzonetta (Gaspari)	19926	.75
Canzonetta (Mendelssohn)	20161	.75
Martha (Flotow)	20801	.75
Coronation March (Meyerbeer)	20150	.75

Quiet listening

Instrumental Combinations, Nos. 1 and 2	19926	.75
Vermeland	19923	.75
Anitra's Dance (Grieg)	20245	.75
Barcarolle (Hoffman)	20011	.75

Listening (Grade I)**Descriptive record**

Carnival of the Animals (<i>three records</i>)	18047-18048-18049 ea.	1.35
In a Persian Market (Ketelbey)	4338	1.00
To a Wild Rose	1152	1.00

Voices of the Orchestra

The Swan (Saint-Saens)	1143	1.00
Music Box (Liadow)	19923	.75
Lead through Life.....	20161	.75
Humoresque (Dvorak)	20130	.75

Quiet listening

Instrumental Combinations Nos. 5 and 6	20161	.75
Hall of the Mountain King (Grieg)	20245	.75
Intermezzo (Mascagni).....	20011	.75
The Dragon Fly.....	22513	.75

Listening (Grade V)

Descriptive Music

Danse Macabre (Saint-Saens).....	14162	1.35
Spinning Song (Mendelssohn)	1326	1.00
Midsummer Night's Dream—Overture	6675	1.35

Recognition of instruments

William Tell Overture, Part I	20319	.75
Scherzo (Beethoven)	20164	.75
In a Monastery Garden (Ketelbey).....	216501	.75
Anitra's Dance (Grieg).....	20245	.75

Quiet listening

Hungarian Dances (5 and 6), (Brahms).....	4321	1.00
Valse Bluette (violin solo)	1332	1.00
Molly on the Shore (Grainger)	4165	1.00
Invitation to the Waltz (Weber).....	15189	1.35

Listening (Grade VI)

Descriptive music

Nutcracker Suite (Tschaikowsky) (3 records).....	8662-4 ea.	1.35
Sorcerer's Apprentice (Dukas).....	17501	1.35
Fingal's Cave (Mendelssohn).....	11886	1.35
Carneval Overture (Dvorak).....	12159	1.35
Scheherazade (Rimsky-Korsakoff) (6 records).....	8698-8703 ea.	1.35

Recognition of instruments

Dance of the Flutes (Tschaikowsky)	8663	1.35
Overture Miniature.....	8662	1.35
Carnival of the Animals (Saint-Saens) (3 records).....	18047-8-9 ea.	1.35

Barefoot Goslings, Dance in the Cottage, Sandman's Song, Ginger Bread House (from Hansel and Gretel).....

22175 .75

Children's Prayer and Witches Ride, Waltz (from Hansel and Gretel)

22176 .75

Quiet listening

Dream Pantomime (Humperdinck)	11832	1.35
Clair de Lune (Debussy)	1812	1.00
Bacchanale (Samson and Delilah).....	6823	1.35

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Collins, Wm., Sons & Co., Canada Ltd., 70 Bond St., Toronto.
Copp Clark Co., 517 Wellington St. West, Toronto.
Dawson Subscription Service, 70 King St. East, Toronto.
Dent, J. M., and Sons (Canada) Limited, 224 Bloor St. West, Toronto.
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